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ABSTRACT

This application for continuation of the bilingual education program at the Bilingual School in the Bronx provides a review of projects conducted during the first year, and proposals and budgeting requirements for the second year. Discussion of the first year's program provides details on the teacher training component, curriculum and materials development, and the summer adult programs. The plan for the second year's operation covers proposed programs in staff improvement; acquisition, adaptation, and development of materials; adult education; and summer school. Concluding sections provide details on an accomplishment audit, program management, and budget requirements. [Not available in hard copy due to marginal legibility of original document.] (VM)

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Application for Continuation

BILINGUAL EDUCATION PROGRAM

Under the Provisions of Title VII of P.L. 89-10, as amended

Title: THE BILINGUAL SCHOOL (P.S. 25, BRONX)

Submitted by: Mr. Hernan LaFontaine
Principal, P.S. 25
for
Board of Education
City of New York
110 Livingston St.
Brooklyn, New York 11201

Submitted to: Division of Plans and Supplementary Centers
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Date Transmitted: May 1970

Project Number OEC 97-312

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PART I

GENERAL INFORMATION - POPULATION DATA

BOB #
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TITLE VII, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED

APPLICATION FOR A BILINGUAL EDUCATION PROGRAM

PART I - GENERAL INFORMATION

97-00312-1

OE Assigned Project Number
42-0312-0

SECTION A - PROJECT INFORMATION

Purpose of Submission of this Form: (Check one), Year
Initial Plan ____ Continuation Application X (2) 3 4 5

PROJECT TITLE: Bilingual School - P.S. 25

PROJECT SUMMARY: (Initial Plan only)

SUBMITTED BY: New York City Board of Education

110 Livingston Street

Brooklyn (City) New York (State) 11201 (Zip Code)

(Office Telephone -- Area Code and Number)

Name of Superintendent: Dr. Bernard Friedman

CONGRESSIONAL DISTRICT(S) _____ COUNTY(IES) Kings County

JOINT APPLICANT: _____

(Street Address)

(Office Telephone -- Area Code and Number)

(Signature of Authorized Representative)

NAME OF PROJECT DIRECTOR: Hernan LaFontaine Phone No. AC 212 #665-4686

P.S. 25 811 East 149th. Street, Bronx, New York 10455
(Street Address) (City State Zip Code)

certify that the information contained in this application, is, to the best of my knowledge, correct and the local educational agency named above, has authorized me as its representative to file this application.

Signature of Person Authorized to Receive Grant

Date Submitted
May , 1970

DRAFT
- 4 -

DRAFT

SECTION B - TITLE VII BUDGET SUMMARY FOR PROJECT (See Instructions on Page ___)

BREAKDOWN OF TOTAL ESTIMATED BUDGET FOR PROJECT	PROJECT YEAR 1 2 3 4 5					
SOURCE	1st Year	2nd Year	3rd Year	4th Year	5th Year	TOTAL
Title VII Funds	224,203	240,000	230,000	230,000	230,000	1,154,203
Other Federal Funds						
Local Funds	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	5,000,000
State Funds	40,000					40,000
Other Funds						
Total Estimated Budget	1,264,203	1,240,000	1,230,000	1,230,000	1,230,000	6,194,203

SECTION C - TOTAL PROJECT PARTICIPANTS (See Instructions and Notes on Page ___)

Student Population Data Project Year: 1 2 3 4 5		Pre-K	K	1	2	3	Other Elemen.	Secondary	Total
a. Total ADM* of LEA** for preceding school year	Public (1) School							5,398	31,813
	Nonpublic (2) School								
b. Number of children in LEA whose dominant language is not English	Public (1) School							890	9,120
	Nonpublic (2) School								
c. ADM of project area for preceding school year	Public (1)		95	149	133	136	344		857
	Nonpublic (2)								
d. Number of children in project area whose dominant language is not English	Public (1)		49	91	76	80	192		488
	Nonpublic (2)								
e. Number of children in project area whose dominant language is not English who would participate in project	Public (1)		49	91	76	80	192		488
	Nonpublic (2)								
f. Number of children in project area whose dominant language is English who would participate in the project	Public (1)		46	58	57	56	152		369
	Nonpublic (2)								
g. Total number of children in project area who would participate in project (Add e and f)	Public (1)		95	149	133	136	344		857
	Nonpublic (2)								
	Total (1)+(2)		95	149	133	136	344		857

*ADM: The aggregate of the daily membership for the school year divided by actual days school was in session

**LEA: Local Educational Agency

SECTION C - TOTAL PROJECT PARTICIPANTS (Continued)

2. Additonal Project Data (See instructions on page ____)

a.	[illegible]	Number	90
b.	Staff engaged in inservice training	Number	40
c.	Adults	Number	60
d.	Total number of project participants (a through c)	Number	100
e.	Percent of target group members whose dominant language is not English and who come from low-income families	Percent	60%
f.	Projected per-pupil cost for 1st, 2nd, 3rd, 4th or 5th year (circle relevant year)	Cost	$ 270.00
g.	Estimated percentage of target group which is: Rural (fewer than 2500 inhabitants)	Percent	
	Urban (more than 2500 inhabitants)	Percent	100%
h.	Estimated percentage of children from migrant families	Percent	20%

SECTION D - PARTICIPATING SCHOOLS (See instructions on page ____)

Names of Participating Schools	Location of Schools	Grade Level	Participation (Number)	
			Classes	Students per Grade Level
P.S. 25	811 East 149th. Street, Bronx, New York 10455	K	4	96
		1	6	142
		2	5	140
		3	6	149
		4	5	140
		5	5	140
		6	4	93
				900

SECTION E - TOTAL BILINGUAL PROGRAM STAFF (Instructions on page _____)

POSITION CATEGORY	Positions Assigned to Project			
	Number Full-Time	Part-Time Number	Part-Time Full-Time Equiv.	Total Full-Time Equiv. (Colums 2 + 4)
(1)	(2)	(3)	(4)	(5)
1. ADMINISTRATION/ SUPERVISION	4	1	½	4½
2. TEACHER				
(a) Pre-Kindergarten				
(b) Kindergarten	2			
(c) Grades 1-6	31			
(d) Grades 7-12				
(e) Other	8			41
3. SPECIALISTS	3			3
4. PUPIL PERSONNEL WORKERS	1			1
5. EVALUATORS	———			
6. TEACHER ASSISTANTS, TEACHER AIDES	7			7
7. COMMUNITY LIAISONS	———			
8. CLERICAL PERSONNEL	3			3
9. ALL OTHER PERSONNEL				

PART II

PRESENTATION OF A PLAN - NARRATIVE

PART II

REVIEW OF FIRST YEAR'S OPERATIONS

A. TEACHER TRAINING COMPONENT

The revised objectives which were submitted as part of the proposal for the Bilingual School included a component on teacher training. Within this component specific objectives were outlined for teachers in a bilingual educational program. In reviewing these objectives we note that the courses which were given from July 1969 through June 1970 have focused on several of these objectives. Specifically, the objective in paragraph 2 intended to give the teacher practical experience in creating problem solving events in relation to the child's encountered differences in his native language was partially met by the course entitled Teaching School Subjects with a Bilingual Approach: Language Arts. This course, conducted by Miss M. Pagan, Assistant Principal at the Bilingual School, provided the teacher with the knowledge and skills necessary in implementing effective group and individual methods for problem solving in language areas.

The content of the course was designed to attack specifically the language problem of the bilingual learner as seen at P.S. 25. There was clear evidence in the actual classroom situation that the work discussed in the course quickly put into practice in many of the grades. Considerable effort was expended by the teachers by developing individualized experiences as well as a variety of small group activity.

The supervisors' observation reports indicate a reflection of these practices as they improve in quality and frequency. Attached to this application will be found samples of some of the materials prepared and utilized by the members of this course.

The objective described in item 4 was approached through the course"Phonological Comparison of English and Spanish and a course in Applied Linguistics." Both of these courses attempted to provide teachers with knowledge in a functional approach to the phonology, syntax and grammar of both English and Spanish. Teachers, therefore, were made aware of certain language structures, (phonemes, morphemes, grapheme, etc.) which present a special difficulty for the bilingual learner. This knowledge was the basis for development of techniques with which to approach the teaching of both, Spanish speaking and English speaking students. The teachers themselves gained an in-depth perspective of the phonological differences between English and Spanish, thus enabling them to assist the students in overcoming language interferences due to these differences.

A series of courses was given including "Teaching School Subjects with a Bilingual Approach: Social Studies,", "Mathematics", "Science","Language Arts", which focused on the objectives indicated on item 5 regarding problem solving

centering around curriculum and class management. These courses were conducted in a manner so as to develop in the teacher specific abilities, skills, and knowledges essential to the successful implementation of a bilingual instructional program in language arts, social studies, mathematics, and science. Teachers were provided with the Spanish technical vocabulary necessary in the teaching of these curriculum areas in Spanish.

The same series of course provided a knowledge of available textbooks and other teaching materials, thus, these courses were achieving the objectives indicated in item 6. At the same time materials from Puerto Rico were reviewed not only or their subject matter content but also as a clue to the academic background of the many Puerto Rican pupils who are students at P. S. 25. In many cases as teachers evaluated these materials there was revealed a need for development of additional materials with even greater relevance for our pupils. When this need was established teachers were encouraged to prepare more suitable materials not only as a course requirement but for direct use with their classes at P.S. 25.

Objectives 1,2, and 7 were not specifically accomplished through the courses in the teaching training program because there was a limit to the number of courses which could be offered during one academic year. Nevertheless, provisions have been made in the overall program leading toward a master's degree in bilingual education for courses in the

Puerto Rican history and culture and in the teaching of English as a second language. As teachers progress through the entire program, they will have an opportunity to select this and other courses in an elective basis according to their own individual needs. Since many of the teachers are of Puerto Rican background it is conceivable that they have already taken courses in Puerto Rican history and culture, but they might wish to enroll in courses in methodology of teaching English as a second language. Although the objective of providing teachers with greater knowledge of Puerto Rican history and culture was not achieved through the teacher-training program it was to some extent accomplished through the materials prepared by the curriculum specialist Mrs. Argelia Martinez and in the discussions she held with the teachers.

In general it is expected that all of the objectives will be met when an individual teacher completes the entire program of courses leading toward a master's degree.

In some cases individual teachers did not participate in courses which might have been most appropriate and beneficial for them. However, in many cases, these same teachers were involved in other courses. We might, therefore contemplate the ordering of these courses in a sequential development so that teachers will be taking those courses which will meet their specific needs in order of priority.

Discussions with the staff and with project directors of newly proposed TITLE VII projects have led to the consideration of including additional courses in the overall program. Although at this time no decision has been made as to specific courses to be added, the following are being contemplated: Spanish literature, utilization of audio-visual resources, art and music.

In general, the teacher-training program at New York University has had a significant impact in many areas of the overall program at P.S. 25. Teachers are involved at a preofessional graduate level in the process of acquiring and developing important skills essential to the implementation of a bilingual educational program. It can be seen on a daily basis that the staff is committed to searching for the best practices appropriate to bilingual education and to its own professional development. The majority of the staff has enrolled in two or more courses during the course of the year. Out of the total staff only three teachers have not participated in any courses and in their cases the main reason has been their involvement in graduate studies in other institutions.

There is a high degree of carry-over from the course sessions to the daily school activities and vice-versa. The courses also provide a great opportunity for constant

communication among members of the staff which result in a spirit of innovation and experimentation. This spirit and specific recommendation are conveyed to the administrative staff, thus providing for a built-in evaluation system. It is interesting to note that some of the overall school program results from discussions that have taken place in the courses. One of the courses, "Bilingual Education: Theory and Practice" has resulted in the establishment of the first city-wide conference on bilingual education as a direct outcome of the desire of the course members to disseminate information regarding bilingual education on as wide a scale as possible. Hopefully, this conference will have a positive influence on the professional as well as the lay community in New York City. The students in the shcool are benefiting directly from the instruction they are receiving from teachers who are being prepared specifically to teach in a bilingual school. In short, the teacher training program is producing direct and indirect benefits to a significant proportion of the school population.

B. CURRICULUM DEVELOPMENT

During the first year the curriculum specialist has developed social studies materials in Spanish to implement the New York City curriculum for the elementary grades K-6. She has gathered information from social studies texts, periodicals, and teacher guides being utilized throughout the nation and in schools in Puerto Rico. Thus, the units developed in Spanish meet the needs of the urban child being serviced by our school.

Through formal grade conferences and individual meetings with teachers, supervisors, early childhood coordinator and the curriculum specialist, these units have been examined and means of implementation have been discussed.

Their effectiveness in the learning experience has been constantly communicated to the curriculum specialist.

There has been a special emphasis on the interchange of ideas, and the development of materials and lesson plans focusing on the values of the Black and Puerto Rican brother. The outcomes of the learnings taking place were clearly demonstrated in school-wide activities such as assembly programs and inter-class visitations during Puerto Rican Discovery Week, Negro History Week, Pan American Day and Brotherhood week. Poetry, songs and stories were surveyed, translated, and adapted to be used on the various grade levels. These have been collated and distributed to the teachers for

their personal files. In addition, bibliographies and units focusing on the Puerto Rican, Latin American, and Black child have been already disseminated to other schools throughout the country including Louisiana, New Mexico, Idaho, and the Office of Spanish Speaking Affairs in Washington. As evidenced by the visitors' reaction sheets visitors to the school have left with a better understanding of the positive interrelationships among pupils, staff and parents.

The formal evaluation data is as yet not ready. Due to the fact that many of the teachers were involved in the teacher training component, there was little time after school to devote to formalizing lessons being used in the classrooms. Lesson plans will continue to be developed, coordinated and synthesized with the student materials and teacher guides developed.

The materials have been developed on a longitudinal basis and not horizontally as stated in the objectives. As a topic was being emphasized throughout the grades it was more feasible to concentrate on the particular area of interest at this opportune time.

The interaction and communication between the curriculum specialist and other staff personnel stimulated individuals to help in the development and compilation of social studies resource materials. The early chilhood coordinator collected, adapted and made lesson plans on Black Americans and the African as the curriculum specialist developed the

unit "Plan de trabajo sobre: Martin Luther King, Jr." As term projects in the teacher training courses participants have also compiled "Mini-Biographical Sketches of Hombres Ilustres de Puerto Rico" and annotated bibliographies on the Spanish and bilingual books found in the P.S. 25 library and for the teaching of English as a second language. Individual teachers have collated poems for children to appreciate. All these materials have been shared among staff members and visitors from other bilingual programs. Another member of the staff made linguistic comparisons of Spanish vocabulary commonly used in the Caribbean islands.

Work was limited due to the fact that we were unable to get another bilingual curriculum specialist who was an experienced master teacher. We would like to have another curriculum specialist and add a secretary or clerk typist to the staff in order to afford the specialist additional time to interact more with the teachers on all grade levels through class visitations, grade conferences and more extensive individual conferences focusing on materials needed, being created, and integrated into the class learning experiences.

When the proposal was prepared, we did not foresee the crucial need for clerical assistance to type and collate materials for distribution to the staff and to

interested people in the field of bilingual education or the education of the Spanish speaking child. There is now an increased sense of activity in the preparation of materials and a heightened awareness to develop new materials appropriate to our children and program objectives. There is a good feeling that a contribution is being made in a new educational field.

C. SUMMER SCHOOL

To meet the stated objectives of the summer program which began July 7 and ended August 15, a series of meetings were held early in June at the administrative staff, para professional and community levels.

From these meetings a consensus emerged that stated that not only was a summer school desireable and necessary but that the focus and thrust should be in the remediation and arrest of learning disabilities in reading and mathematics.

To more accurately assess these needs, criteria were established to determine the nature and depth of the particular disability.

The criteria used were standardized test scores which were compared with established norms, language dominance of the child and teacher evaluation.

This data when compiled and analyzed resulted in the formation of classes that extended from the 1st to the 5th grade. These classes were in turn further sub-divided according to language dominance and particular disability (see organization sheet).

To provide for the intellectually gifted a special class was created and included in the program.

Realizing that scholastic failure is very often linked to the psycho-socio-economic environment, provisions to enhance the child's perception of himself and his culture were included in the program in the form of guidance, trips, plays and a culminating activity in which each class participated.

In the early part of June letters were sent to parents requesting that they indicate whether or not they wished to have their child attend summer school.

With the letter, which was written both in Spanish and English went a flyer describing the program, the hours and opening and closing dates.

In selecting staff the following criteria were employed: demonstrated ability in the particular grade, empathy and the ability to meet the child's needs in his native language. All teachers selected were, in addition to being bilingual, also certified by the New York City Board of Education.

Similar criteria were used in the selection of the para professional staff which were selected from the community and in most instances had children attending the school.

Since the grade span would have made it impossible for one person to coordinate the entire program in

reading and mathematics, it was decided to have two specialist in reading and two specialist in mathematics. These specialists were assigned to upper or lower grades depending on their backgrounds and competency in that particular grade.

To more accurately assess the progress during this period, inventory tests were administered in both fields at the beginning and end of the program. In addition daily and weekly tests gave the supervisors and teachers a background on which to prepare daily lesson plans.

Materials that included audio visual aids, tests and teacher-made materials were liberally employed during this period. Tachistascopes, S.R.A. kits and cuesinaire rods and reading machines were found to be a great asset in dealing with the particular disability. Unfortunately the demands were greater than the supply and their use had to be allocated on a priority basis.

The library proved to be an invaluable center which was used extensively by pupils and staff.

Noted writers children's materials were invited to speak and read to the children.

Unfortunately we could not pay them and their services when rendered on a voluntary basis.

The community contributed their share to the success of the program in many ways. Merchants volunteered to display our posters and art work, parents visited the school frequently and encouraged other parents to bring their children to school.

If feelings and attitudes were measureable one would have to conclude that the program was an unqualified success.

Because standardized tests were not available in Spanish, teacher made tests were devised. The results of these tests when compared with the pretest given at the beginning of the program tended to support the hypothesis that retardation was arrested and in many instances reversed. Other indices of the success of the program were the phenomenal attendance rate of students and staff with weeks in which the figure never dropped below ninety-give percent.

Conferences with the school head and staff on a weekly basis lent to the program a cchesiveness abd served as a sounding board on progress achieved during the prior week.

Although the plant dates back to the last century, the teachers were able to decorate their rooms to make them condusive to learning while providing a welcome and cheerful atmosphere.

D. ADULT EDUCATION

The four objectives described in the Adult Education composent have been fairly well accomplished. The weekly sessions which were held in the school on a variety of topics gave parents specific information on the content of the curriculum being used in classes, and the methods practiced in the teaching of this content. In other words, parents were made aware of how children learn to read, the concepts of the new mathematics, the instructional program of the kindergarten, the meaning and significance of bilingual education, the use of our bilingual library facilities, and relevant aspects of child psychology and behavior. In addition, parents were given the basic skills necessary to assist their children in their studies at home.

Other workshops focused on other areas of interest such as sewing, knitting and crocheting, art, crafts and music including Spanish songs and poems. Interestingly enough ; i in some cases the parents provided their own ideas on songs, poems, and crafts.

Several groups of parents were formed for the purpose of learning English or Spanish. The classes had an excellent attendance throughout the term and were definitely one of the highlights of the program. Many of the parents were

specially motivated to participate in other school activities as a result of having been involved in the language classes. Several parents who were exclusively Spanish speaking at the beginning of the term were actually using basic conversational language patterns in English in and out of the classroom. The graduation exercises which were held at the end of the semester were conducted entirely in English. with each of the graduates participating by expressing themselves in English before other parents and outside visitors. There is some evidence that these same parents feel more confident in approaching teachers and other staff members and using the English that they have acquired. In other words, in spite of the fact that they can communicate with all the staff members in Spanish if they so desire, they are making an attempt to use the language skills that they have recently learned.

During the year a number of workshops were held which covered a wide range of topics related to current issues of a social, political, and economic nature. For example, workshops were held on the meaning and implication of decentralization, the importance of voter registration, the problem of drug and narcotics abuse, consumer education, environmental pollution, health practices, and pest control.

In a number of cases workshops led to direct action on the part of the parents. A workshop on cleanliness of the neighborhood led to an all day Saturday clean-up campaign in the streets adjacent to the school.

Some of the areas which presented problems and which should be considered for second year's program were the timing of the classes and the participation in the Spanish classes. Originally all workshops and classes were scheduled after school; however, we found it more convenient to participate in these activities during the school day while their children were attending classes. Consequently, it was necessary to modify the schedule so as to allow for this practical factor The Spanish classes which were directed primarily at the English speaking parents did not attract significant numbers of parents . Upon investigation we found many of these parents were mothers employed during the day who could not attend.

In general, the adult program provided for a great deal of interaction between parents and school personnel. Parents regularly visit the school not only for the scheduled activities but also for the purpose of socializing formally and informally with teachers, other staff members, and other parents. They in turn have invited a number of

teachers to their homes, again on a more informal and social basis. By and large, these invitations have come as a result of the contacts and relationship developed in the parents' room. Thus, the parents' room which is located next to the general office and which is the area used for all the adult program activities is also the hub of school-community communication. It is not difficult on any given day when an issue affecting the entire school arises to draw together some 75 parents in the parents' room for the purpose of consulting and discussing alternative solutions. This is, of course, in addition to the regular channels of communication through letters to the parents and parent association meetings. Therefore, the adult program can be seen to have achieved the objectives described in the proposal in such a way so as to create a positive and on-going relationship between school and the community.

As a direct result of the knowledges and skills acquired during these workshops several of the parents were able to transmit to other non-participant parents some of the basic concepts discussed in the various activities. For example, non-participants who expressed doubts or simply asked for information regarding the school program were often answered by parents who were involved in the activities. These parents were in a sense exercising

leadership qualities which have been developed as a result of the workshops.

A more intangible but very significant result is the fact that these workshops have given the parents a sense of direct involvement in the education of the children. There is a feeling that for the first time they understand the program of instruction in which their children are involved. They feel capable of discussing the school program with other people and are always ready to explain the advantages of bilingual education. In many cases they are responsible for bringing new families to the school for admission to the program. There is clear evidence of the pride they feel in knowing that for the first time they are sharing with the school the education of their children.

This program will be continued next year with one major modification. The workshop sessions which were conducted throughout the year can be included in a program funded especially under TITLE I monies provided by the District 7, Bronx. The language classes for adults will be continued under the TITLE VII project in the same manner as they were conducted during the first year.

PART II

PLAN FOR SECOND YEAR'S OPERATION

STAFF DEVELOPMENT

BILINGUAL PROCEDURES

A. Component Name: Teacher Training

B. Dominant Languages: Spanish

C. Grade Level: Teachers from P.S. 25

D. No. of Participants: 20 Teachers (Summer)

E. Program Objectives: In-service training of teacher focusing on techniques of teaching in two languages and background information relevant to bilingual education.

* *

PRODUCT

F. Performance Objectives:

1. To provide the teachers with a course for the development of oral Spanish language dominance that will enable them to speak Spanish relevant to the children and parents of our school. It is expected that at the end of the course the teacher will have gained enough fluency in oral Spanish to feel at ease and confident while conversing with the parents of our school community.

2. To provide a course intended to give practice in written Spanish with special attention to structure and stylistics refinement using contemporary Spanish writers as models.

Teachers taking this course will be able to write short stories for classroom use, improve their preparation of Spanish mimeographed material for students, and to write letters, reports cards and all forms of written communications to parents in such a fashion that parents will be able to understand.

G. Evaluation: (Product)

The course instructor will be the immediate person responsible for the frequency of measurement. Teachers involved in this course will be responsible for the writing of a term paper relevant to the content of the course plus the presentation of an individual class project related to their classroom teaching. The professor's rating will serve as a measure of the teacher's work. Further evaluation will be carried on by the supervisors at P.S. 25 during their observations of the teachers performance in the classroom.

* *

PROCESS

H. Performance Objectives:

In order to make it possible for the teachers at P.S. 25 to conduct an effective program in Spanish, the course "Advanced Spanish Conversation" and "Composition

for Teachers" will be offered at New York University during the summer program. The course will have a duration of four weeks. It is scheduled to be taught from July 6 to August 31 from 1:00 p.m. to 4:00 p.m., Monday through Friday. The course will be taught by a professor from the faculty of the School of Education at New York University.

1. To develop oral-aural skills and general fluency in speech the course will provide the teacher the opportunity to express himself in Spanish using the correct sound system in conversations based on situations similar to those faced daily in our school. This will be done through question and answer exercises, chain drills, and the use of varied dialogues.

   Recordings of tapes related to the material learned will be used to provide opportunities for listening to a variety of speakers.

2. Teachers will receive concentrated practice in writing Spanish with special attention focused on structural refinements. The course will cover the types of Spanish written materials a teacher has to prepare for classroom use, concentrating mostly on mimeographed materials.

For example, teachers might want to turn a student's anecdote into a short story. They will learn how to simplify the anecdote sufficiently so that when it is written none of the vocabulary or grammar is beyond the student level. The types of written communication that occur between teacher and parents will be discussed and actual models will be presented from teacher's experiences. These in turn will be discussed and corrected. How to write progress report's in a Spanish suitable to the community parent, will also be discussed. For example, limiting the length of their sentences to a two-clause sentence structure. This will make it easier for parents to understand the notes, letters, reports, etc. they receive from the teachers

I. Evaluation

In evaluating the teacher's command of oral Spanish the instructor will take into consideration among others the following aspects: How does he answer questions based on pictures? Questions based dramatic situations? How does he carry a brief conversation? How does he handle telephone conversations?

The measurement of listening - comprehension and

of speaking ability will also be done through the use of pre-recorded tapes prepared by the teachers themselves. These tapes will comprise single ulterances, brief conversation, oral passages, scenes with parents and people from the community, and dialogs with children.

Throughout the school year the project director and grade supervision will observe the teacher in his relations with parents and pupils. How many more parents visited this teacher's classroom this year? Does he meet with parents more often than what he used to? Is the teacher involved in activities organized by the community? What type of activities? How does his participation compare to previous year?

The criteria to be used by the instructor to evaluate the teacher's achievements in writing will be based on the ability of the teacher to complete statements based on dialogues, completion of pattern drills, his answers to dialogue questions, answers to reading - comprehension questions.

Initative writing will be measured by the ability of the teacher to write memorized material or familiar anecdotes. For example, How concisely can the teacher report in writing an incident or activity carried out in his classroom?

The grade-supervisors will evaluate the teacher made materials by their relevance to classroom situations. Does the rewriting of a dialogue or narrative passage meet the reading and comprehension level of the class? Grade reports, letters, and memos to Spanish parents will be checked by the school principal, the grade - supervisor and project director. How suitable are they to the parents command of Spanish?

Materials

In addition to the previously mentioned materials, textbooks and reading lists will be provided for by the professor in charge of the course.

Staffing

The faculty of the School of Education at New York University will be the main body of personnel for this Program. Dr. Emilio Guerra Head of the Division of Foreign Languages and International Education is the person representing New York University for the supervision of the contracted services.

Facilities and Equipment

The facilities and equipment of New York University will be available for this program. The library of P.S. 25 will also be available for the teachers use.

The mimeograph machines, typewriters and video tapes of P.S. 25 will be available to teachers who might need them.

Budget - Teacher Training (Summer)

6 Points - Summer 1970 (20 Teachers) $8,400

BILINGUAL PROCEDURES

A. Component Name: Teacher Training

B. Dominant Language: English

C. Grade Level: Teachers from P.S. 25

D. No. of Participants: 40 Teachers

E. Program Objectives: In-service training of teachers focusing on techniques of teaching in two languages and background information relevant to bilingual education.

* *

PRODUCT

F. Performance Objective

1. To expose teachers to theories of language learning that will assist them to effect changes in the curriculum that lead to the development of experimental approaches to the teaching of English to Puerto Rican children.

By the end of the course the teachers will have to demonstrate through role-playing techniques their abilities to observe accurately, record and effectively alter learning process in the classroom.

2. To acquaint teachers with materials, approaches and techniques used in teaching the language skills in English to Puerto Rican children. In order to demonstrate their understanding of the differences in methodology the teachers will be expected to be able

to prepare a unit of study for one of the areas of teaching English to Spanish-speaking children from ghetto area as indicated in Lado's "Language Teaching, a Scientific Approach" or an equivalent text.

G. Evaluation

The professor conducting the courses will be directly responsible for the evaluation of these objectives. It is expected that teachers will also be observed at P.S. 25 putting into practice the knowledges gained during the courses. The instructor together with members of the class will observe and evaluate demonstration lessons presented by individual students. These lessons will include the skills and techniques acquired during the semester. Formal class observations will also be carried out by the grade supervisors, the project director, the New York University instructors and the program evaluator. The criteria for evaluation will be developed cooperatively by the above persons.

* *

PROCESS

H. Performance Objective

The courses "Teaching English to Speakers of Other Languages: Theory and Practice" "Teaching English to Speakers of Other Languages: Materials and Techniques"

will be offered during the 1970 - 71 school year for the teachers involved in the teacher-training program of P.S. 25 . The courses will be offered at New York University, Washington Square Campus once a week (Tuesday or Thursday) from 4:00 to 6:00 p.m. A professor from the School of Education of New York University will teach the course. The course will extend from mid-september to the first week of February and from mid-February to May.

1. These courses will made the teacher understand through theory and practice the different methodology of teaching English as a Second Language, and by the end of the course he should know about each technique and method and should be able to evaluate materials, thereby selecting and developing a style of teaching compatible with the expectations and needs of his students.

Teachers will discuss the Audio-lingual approach which currently is the most commonly used approach . Textbook: Lado, Robert, Language Teaching, A Scientific Approach. New York: Mc Graw Hill, Inc., 1964. The seventeen principles underlying the audiolingual aproach will be throughly reviewed and teachers will discuss those they feel should be present in each daily lesson in order

to insure successful learning. Accepting that English as a second language is best taught as a skill rather than as a concept, the course will deal mostly with the components that should be present on each daily lesson in order to insure successful learning. A certain amount of time will be spent on how to teach pronunciation, which includes the stress, the intonation and the rhythm of American English . Since on the elementary levels of learning English by those who do not speak it, a learner needs to speak some 80% to 90% of the time in exercises in understanding and speaking English, time will devoted to the development of activities, games, role playing or cultural dialogues, which will allow for the usage of drilled patterns.

2. Several types of formats for a variety of drills that will help to lead the children into automaticity will be elaborated.

Example:

1) Simple substituting drills which allow to vary vocabulary while practicing a difficult structure "He is eating an apple." (orange)

2) Substituting drills expanded so that items are used in different positions on the pattern.

"He is eating an orange". (She)

"She is eating and orange." (onion)

3) Multiple substituting drills in which the cue word for the next response forces multiple changes within structure .

"I am eating an apple." (tomorrow)

4) Transformation drills in which the word order is changed.

"She brought the flowers"

"The flowers were brought by her."

3. The development of audio visual aids will be brought into play in the learning situation. The teachers will learn the most effective use of the blackboard, charts, picture files, phonographs, tape, recorders.

I. Evaluation

The professor conducting the courses will be directly responsible for the evaluation of these objectives. It is expected that teachers will also be observed at P.S. 25 putting into practice the knowledges gained during the courses. The instructor together with member of the class will observe and evaluate demonstration lessons presented by individual students. These lessons will include the skills and techniques adquired during the semester. Formal class observations will also be

carried out by the grade supervisors, the project director, the New York University instructors and the program evaluator. The criteria for evaluation will be developed cooperatively by the above persons.

The construction of the drills, the careful modeling, shaping of responses, and teacher reinforcement will be evaluated by the professor teaching the course. This will be done by demonstrating classes offered by the teachers involved in the courses while the professor observes.

During the school year the grade supervisors of P.S. 25 will observe the teachers in operation. Has there been creativity from the teacher? What kinds of activity is he creating that summarize a days learning? Role playing? Is there application of game theories? Is he using situational pictures for conversation stimulation? Is the teachers approach leading to boredom?

In evaluating the teachers approaches and techniques in using audio-visual aids, the following criteria will be used by those involved in the evaluation of the teachers performance in the classrooms. Is he using colored chalk? Are pre-drawn pattern frames used for presentation of the lesson? Is he using charts upon which vocabulary items are held to a minimum?

Is the student concerned more with the meaning of each individual vocabulary item rather than with the language pattern and intonation being drilled? Is he using composite charts to practice pronunciation? Are single item pictures used for teaching vocabulary? Are situational pictures used to stimulate oral language experiences? Is the tape recorder being used effectively, i.e. listening to correct pronunciation? Are the record player and tape recorder used for language models or to record students performance?

The actual evaluation of the teachers performance will be done by the grade supervisors, the project director, and the representative of the agency conducting the evaluation of the program. These evaluations will be done throughout the school year as the teachers advance in their studies.

Materials to be used

1. Reading list and textbook will be submitted by the professor in charge.

2. The audiovisual facilities of the School of Education of New York University and P.S. 25.

   1) movie films and projector

   2) phonographs

   3) overhead projectors

4) video tapes

5) tape recorders, etc.

Staff

1. A professor from the School of Education of New York University
2. 40 teachers from P.S. 25

Facilities - of New York University, Washington Square campus and the classrooms of P.S. 25

Budget

Fall semester - 6 credits (40 teachers)		$16,800
Spring semester - 6 credits (40 teachers)		$16,800
		$33,600
Summer school - (1970)		8,400
		$42,000

ACQUISITION, ADAPTATION

AND

DEVELOPMENT OF MATERIALS

As we concentrate on the development of new materials in the Language Arts curriculum area, we will continue to develop social studies units to meet our needs, The Language Arts work produced by the teachers and administrators through the two years that the Bilingual School, P.S. 25 has been in operation, will be formalized. We will also correlate the products of the course: "Teaching School Subjects with a Bilingual Approach" with the new materials being developed.

BILINGUAL PROCEDURES

A. Component Name: Acquisition, Adaptation and Development of Materials

B. Dominant Language: English

C. Grade Level: Kindergarten through Sixth

D. No. of Participants: 4

E. Program Objectives: Development of materials for the Teaching of Spanish to English Speaking Children

* *

PRODUCT

F. Performance Objectives: The Spanish language arts course of study will be developed for use in the teaching of Spanish as a second language to English speaking students, by curriculum specialists. These units will be related to the vocabulary and sentence patterns the children will encounter in the social studies, mathematics and science curriculum areas.

For example, the following second language units will be developed for the respective grades. They will encompass areas of interest.

Kgn - El niño en el hogar y su escuela

Grade 1 - Juntos en la comunidad

Grade 2 - Cómo se vive en las ciudades del mundo

Grade 3 - Culturas al rededor del mundo, enfocando en las de habla española

Grade 4 - Gentes y líderes Americanos: Como los Estados Unidos se desarrollo

Grade 5 - Nuestro Mundo: Su geografía y economía

Grade 6 - Nuestro Mundo: Civilizaciones antepasadas

The above will be used as the child progresses from listening and speaking to reading and writing in Spanish.

G. **Evaluation:** The curriculum specialists, in conjunction with the teachers, grade supervisors, teacher trainer, and early childhood coordinator will assess and evaluate the techniques and materials being presented in the classrooms. Weekly individual teacher conferences, grade conferences and class visitations will be had to determine the aforesaid. By the following dates, the units will be ready:

Grade		Date
Kgn. & 1	Week of	October 26, 1970
2	"	November 30, 1970
3	"	January 11, 1971
4	"	February 15, 1971
5	"	March 22, 1971
6	"	May 3, 1971

PROCESS

H. Performance Objective: The following will be prepared:

1) A list of existing materials (content and technique) in teaching Spanish to English speakers in elementary grades K-6.

2) A list of the adaptable materials and units specifically designed for the English speakers in elementary grades K-6.

These lists will be developed after a survey has been made of materials being used in the nation and in Mexico and Puerto Rico to teach Spanish as a second language.

I. Evaluation: Two curriculum specialists will be responsible for these lists. They will have terminated them by the end of September. The sources of material will be:

1) Departamento de Instrucción, Hato Rey, Puerto Rico

2) Corpus Cristi Early Childhood Center

3) Southwest Language Development Corporation

4) New York City Board of Education Language, Social Studies, Science and Mathematics Bulletins

5) Afro-American and Puerto Rican History and Culture Unit of District 7, New York

Evaluation will be made through the frequency of use of materials by the teachers in the beginning, during and end of year.

Evaluation will also be done through an analysis of the students' growth in verbal communication skills and use of learned vocabulary and sentence patterns. Pupils should be reading in Spanish by the third grade level.

BILINGUAL PROCEDURES

A. Component Name: Acquisition, Adaptation and Development of Materials

B. Dominant Language: English

C. Grade Level: Kindergarten through Sixth

D, No. of Participants: 4

E. Program Objectives: Development of Materials for the Teaching of Spanish to English speaking Children

* *

PRODUCT

F. Performance Objectives: Lesson plans throughout the grades K-6 for teaching Spanish to English speaking students will be developed. The lessons will be grouped according to unit within the syllabi or course of study also being developed.

G. Evaluation: These will facilitate a logical and sequential learning and instructional process in the classroom. The teacher and pupil performance will determine the effectiveness of the lessons.

As the daily lesson plans are being developed by the two master teachers, they will be reviewed, adapted and implemented on each grade level.

The following dates are set for the completion of the plans on each grade level:

Grade		Date
Kgn. & 1	Week of	November 30, 1970
2	"	January 11, 1971
3	"	February 15, 1971
4	"	March 22, 1971
5	"	May 3, 1971
6	"	June 7, 1971

The students' vocabulary and speech patterns will be analyzed periodically. This will be done by the teacher in charge. It will also be done on a teacher-child cooperative basis. There will be self-analysis by the pupil as he tapes his responses and listens to a playback. The focus of the analysis will be prescribed by individual pupil stress.

Early grades-Observation of the pupils in their communication in Spanish with peers on an informal basis and in the classroom setting will help determine needs and foci of future lessons. Emphasis will be placed on extent of vocabulary and fluency.

Upper Grades - The level of interest and performance in reading and writing of Spanish will be analyzed and evaluated by the pupils, teachers and

pupils and teachers. Individual portfolios of children's work will record pupil progress in writing. Emphasis will be placed on grammar and style. A record will be kept of supplementary readings done by each child. These observations will determine needs and foci of future lessons.

PROCESS

H. Performance Objectives: Lesson plans will be developed on a particular grade level as the year progresses. These lessons will reflect the course of study developed by the two curriculum specialists. The two master teachers will be referring to the units already developed. At the end of each set of lessons or unit, there will be a checklist developed by the four staff members of this component to analyze individual children's progress in vocabulary and sentence pattern attainment. For those children reading -- a record would be kept of all the supplementary books read on the area of interest being stressed during the particular time segment. For those children writing -- a folder will be kept of the written work during the particular time segment.

The following texts will be used for teacher resource:

Robert Lado - Language Teaching - A Scientific Approach New York: McGraw-Hill, Inc., 1964

Robert L. Politzer Hablan los niños Foreign Language Learning - A Linguistic Introduction Englewood Cliffs, N.J. Prentice - Hall, Inc. 1965

Robert Lado Linguistics across Cultures Ann Arbor, Michigan: University of Michigan Press, 1957

FSI Spanish Basic Course Primer Curso New York: Holt Rinehart and Winston, 1964

I. Evaluation: The grade supervisor and project director will assess the effectiveness of the lessons through formal observations once a month and informal observations every week. The teachers will prepare a pretest to base-line data against which to measure our pupil progress and rate of achievement.

The following questions will be answered.

1. Is there a systematic progression of learning?
2. Are the children's language needs - understanding, pronunciation, or fluency in Spanish being met?

3. Are provisions being made for the intonation, pronunciation, morphology and syntax of Spanish?
4. Are dramatizations and demonstrations being employed to help children associate words and sentences with their meanings?
5. Is opportunity given to the children for use of the known language patterns in informal and formal communication?
6. Are materials available for growth in Spanish reading?

A teacher checklist will be developed by the curriculum specialists in order to assess the relevancy and effectiveness of the course of study and lesson plans being implemented in the classroom.

BILINGUAL PROCEDURES

A. Component Name: Acquisition, Adaptation and Development of Materials

B. Dominant Language: Spanish

C. Grade Level: Kindergarten through Sixth

D. No. of Participants: 4

E. Program Objectives: Development of Materials for the teaching of Spanish to Spanish speaking children

* *

PRODUCT

F. Performance Objectives: Spanish language arts course of study for grades K-6 will be developed. These will be used in the teaching of Spanish as a second language to Spanish speaking students.

The areas to be oncentrated on will be the following:

K & 1 Nuestro hogar y comunidad

2. Cuidados del mundo

3. Culturas al rededor del mundo

4. Como los Estados Unidos se desarrolló

5. Nuestro Mundo: Su geografía y economía

6. Nuestro Mundo: Civilizaciones antepasadas

G. Evaluation: The curriculum specialists in conjunction with the teachers, grade supervisors, teacher trainer and early childhood coordinator will access and evaluate the techniques and materials being -

presented in the classrooms. Weekly individual teacher conferences, grade conferences and class visitations will be had to determine the aforesaid. By the following dates the units will be ready:

Grade	Date
K & 1	Week of October 26, 1970
2	November 30, 1970
3	January 11, 1971
4	February 15, 1971
5	March 22, 1971
6	May 3, 1971

PROCESS

H. Performance Objective: The following lists will be developed after a survey has been made of materials being used to teach Spanish language arts in Puerto Rico, Mexico, Spain, Texas, and Florida.

1) A list of existing materials in teaching Spanish to Spanish Speakers in the elementary grades K-6.

2) A list of the adaptable materials and units specifically designed for the Spanish speakers in the elementary grades k-6.

I. Evaluation: Two curriculum specialists will be responsible for these lists. They will have terminated them by the end of September. The sources of material will be

1) Departamento de Instrucción
Hato Rey, Puerto Rico

2) Laidlaw Brothers Spanish Basal Readers
River Forest, Illinois

3) Editorial Santillana
Barcelona & Madrid, Spain

4) Alonso M. Perales The Audio-Lingual Approach and the Spanish Speaking Student

Evaluation will be made through the frequency of use of materials being prepared in the beginning, during and end of year.

It will also be done through an analysis of the student's growth in vocabulary enrichment, fluency in dialogues, and reading and writing skills. The children should begin to read in the first grade, write creative - second grade.

BILINGUAL PROCEDURES

A. Component Name: Acquisition, Adaptation and Development of Materials

B. Dominant Language: Spanish

C. Grade Level: Kindergarten through Sixth

D. No. of Participants: 4

E. Program Objectives: Development of Materials for the Teaching of Spanish to Spanish speaking Children

* * ** *

PRODUCT

F. Performance Objectives: Lesson plans will be developed throughout the grades K-6 for teaching Spanish to speakers of Spanish. The lessons will be grouped according to unit within the syllabi being developed. The following language arts areas will be stressed in the lower and upper grades.

Lower Grades - K-2

1) extension and enrichment of vocabulary

2) sentence patterns employing standardized and formal grammar

3) dialogue and free conversation (fluency and grammar will be stressed)

4) reading.

Upper Grades - 3-6

1) extension and enrichment of vocabulary

2) creative oral expression

3) Description of the grammar

4) translation

5) reading of classics

6) encourage an appreciation for the history and culture where Spanish is the language

7) creative written expression:(style will be noted)

A) Letters

1 - friendly
2 - business

B) Stories and poetry

G. Evaluation: These will facilitate a logical and sequential learning and instructional process in the classroom. The teacher and pupil performance will determine the effectiveness of the lessons. As the daily lesson plans are being developed, by the two master teachers, they will be reviewed, adapted and implemented on each grade.level. The revised samples will be collated as the end of the dates set for the particular grade level.

The following dates are set for the completion of the lesson plans on each grade level:

Grade		Date
Kgn. & 1	Week of	November 30, 1970
2	"	January 11, 1971

Grade		Date
3	Week of	February 15, 1971
4	"	March 22, 1971
5	"	May 3, 1971
6	"	June 7, 1971

Through conversations, the teacher will locate the individual particular problem. These will be recorded in September. Each month, the child's progress will be assessed:

1) Is child's oral vocabulary extended?

2) Does the child show interest in reading Spanish? What types of literature? Individual records will be kept of materials read.

3) Is progress being made in written expression?

   a - sentence structure

   b - grammar

   c - style

Individual pupil folders of written work will be kept. The pupil and teacher can chart out progress.

PROCESS

H. Performance Objectives: Lesson plans will be developed on a particular grade level as the year progresses.

These lessons will reflect the course of study developed by the two curriculum specialists. The two master teachers will be referring to the units already developed. At the end of each set of lessons or unit, there will be a checklist developed by the four staff members of this component to analyze individual children's progress in vocabulary and sentence pattern attainment. For those children reading -- a record would be kept of all the supplementary books read on the area of interest being stressed during the particular time segment. For those children writing -- a folder will be kept of the written work during the particular time segment.

The following texts will be used as teacher resource and/or pupil texts:

1) Somos Amigos - by Scott
Libro Primero (for use in the third grade)
New York: Ginn and Company, 1965

Somos Amigos - by Scott
Libro Segundo (for use in the fourth grade)
New York: Ginn and Company, 1965

2) Mi Cuaderno de Espanol - by MacRae (Spanish in the grades Series)

Book One - Second Grade
Book Two - Third Grade
Book Three - Fourth Grade
Book Four - Fifth Grade
Boston: Houghton Mifflin Company, 1959

3) Me Gusta Leer - Elementary Spanish Series (for use in the third grade)
Boston: Allyn and Bacon, Inc., 1961

4) Laidlaw Spanish Basal Readers (K-6 grades)

En el Hogar y en la Escuela - Apresto
Camino de la Escuela - Precartilla
Aprendemos a Leer - Cartilla
Nuestros Amigos - Libro Primero
Del Campo al Pueblo - Libro II, Nivel I
Aventuras Maravillosas - Libro II, Nivel II
Conozcamos a Puerto Rico - Libro III, Nivel I
Por tierras vecinas - Libro III, Nivel II
Por los caminos del Mundo - Libro IV
Misterios de la Tierra y del Espacio - Libro V
Paginas de Ayer y de Hoy - Libro VI
River Forest, Illinois: Laidlaw Brothers, 1969

I. Evaluation: The grade supervisor and project director will assess the effectiveness of the lessons through formal observations once a month and informal observations every week. The teachers will prepare a pre-test to base-line data against which to measure our pupil progress and rate of achievement.

The following questions will be answered:

1) Is there a systematic progression of learning?

2) Are the children's language needs, understanding, pronunciation, or fluency in Spanish being met?

3) Are provisions being made for an appreciation for the history and culture where Spanish is the language?

4) Are opportunities given to the children to use varied writing styles? (letters, stories, poems)

5) Are materials available to meet the reading needs of the children?

6) Are a variety of techniques being employed to reinforce language learning -- directed dialogues, conversational stimulus dialogues?

A teacher checklist will be developed by the curriculum specialists in order to assess the relevancy and effectiveness of the course of study and lesson plans being implemented in the classroom.

STAFFING

Two full time curriculum specialists will work on K-6 grade level materials.

Two master teachers working twice a week, or two hours a week, will work on either the lower grades, K-2 or the upper grades, 3-6 lesson plans.

All four staff members will be fluent in both Spanish and English and have had at least three years of teaching experience.

They would meet the following criteria:

1) know Spanish well enough to be imitated by the students
2) know the description of the structure of the language
3) understand the intimate relation between a language and culture
4) be familiar with the audio-lingual techniques as well as those that are used to teach reading and writing.

FACILITIES AND EQUIPMENT

1) Facilities

Materials will be developed on the premises of the Bilingual School, P.S. 25.

2) Equipment

A Spanish typewriter would be needed to transcribe the Spanish materials being developed.

A mimeograph machine would be needed to facilitate the reproduction of the Spanish materials being developed.

The limited school budget as determined through the district office does not allow for additional school expenditures.

BUDGET REQUIREMENTS

Personnel

Two full time specialists		$22,000.00
Two teachers 2 hours a week for 30 weeks @ $10.50 per hour		1,260.00
Fringe Benefits		
Social Security	4.8%	1,200.00
Sick Leave	5%	1,2.5.00
	Sub Total	$26,935.00

Equipment

Typewriter - Spanish keyboard	300.00
Mimeograph machine - plus cabinet	550.00
Sub Total	$850.00
Grand Total	$27,785.00

ADULT EDUCATION

BILINGUAL PROCEDURES

A. Component Name: Adult Education

B. Dominant Language: Spanish

C. Grade Level: Adult

D. No. of Participants: 15 adults (parents)

E. Program Objectives: To provide a basic course in English as a Second Language for our Spanish speaking parents.

* *

PRODUCT

F. Performance Objectives: Participants in the Basic Course in English as a Second Language will acquire the language skills to enable them to understand and speak English at a level equivalent to the "C" classification of the New York City Board of Education Language Ability Scale.

Participants will acquire the ability to understand and speak English using basic language patterns, vocabulary and dialogues relevant to everyday situations in home, school, community, job and recreation as prescribed in resource books in teaching a second language such as:

Teaching English as a Second Language - by Mary Finnocchiaro - Harper & Row Publishers

English as a Second Language - by Mary Finnochiaro Simon & Schuster Publishers

Language Teaching - by Robert Lado
McGraw Hill, Inc. Publishers

Foreign Language Learning - by Robert L. Politzer
Prentice Hall, Inc. Publishers

G. Evaluation:

1) Dates of Frequency of Measurement

Participants will be tested and interviewed at beginning and end of course.

2) Persons responsible for Measurement

a) Project Director - Evaluation material and procedures employed by teacher will need the approval of Project Director

b) Teacher will prepare test material and assess results

c) Evaluating Agency will have the responsibility of evaluating results of test prepared by teacher. They will have responsibility of preparing measurement tools to evaluate product.

3) Description of the data collecting and reporting Procedures

a) Using teacher prepared instruments, the participants will be tested at beginning of course to diagnose their ability level. They will be tested again at end of course to determine degree of achievement.

b) Participants will be interviewed by teacher and recorded on tape at beginning of course and then again at end of course to determine the degree of achievement in speaking the second language.

c) The Evaluating Agency retained by the Project Director will evaluate the product by examining test data compiled by the teacher in the course and by interviewing teachers and each participant. The participants will fill out a questionnaire evaluating the course. The evaluation agency will have the responsibility of preparing measuring instruments.

The following data will be used to evaluate effectiveness of product:

1) Questionnaire filled in by participants stating his educational background and knowledge of English, etc.

2) Questionnaire filled in by participants evaluating course and teachers.

3) Questionnaire filled in by teacher evaluating course.

4) Initial diagnostic test prepared by teacher.

5) Final achievement test prepared by teacher.

6) Data comparing pupils' achievement to New York City Language Ability Rating Scale.

7) Tape of participants at beginning and end of course to measure degree of achievement.

8) Evaluation report and data prepared by the evaluating agency.

PROCESS

H. Performance Objective

One qualified instructor will be employed to teach 15 parents a basic course in English as a Second Language for 16 weeks, 4 hours a week for a total of 64 hours - October 5, 1970 to January 29, 1970.

Teacher will employ the audio-lingual approach to teach vocabulary language patterns, pronunciation, stress and intonation patterns of English.

Teacher will write lesson plans developing functional vocabulary and language patterns relevant to the living experiences of students. Teacher will use as source books the following

Finnochiaro - Teaching English as a Second Language

Lado - Language Teaching

Lado - English Series - A Complete Course in English as a second language Book 1

Teacher will give specific pronunciation drills based on phonological and linguistic concepts. For example, how to pronounce the pure vowels in Spanish as compared to vowels in English which have more of a diphthong quality.

a. [illegible]

Resource books

Robert Lado - Language Learning

H.A. Gleason - Linguistic and English Grammar
Holt Rinehart & Winston

Stockwell and Bowen - The Sounds of English and Spanish
University of Chicago Press

Teacher will utilize tape recorder to demonstrate to students correct models in pronunciation and structure. Students will listen to themselves on tape recorder to improve their pronunciation, vocabulary and language patterns.

Teacher will use video tape to provide students with an opportunity to see and hear themselves while carrying on conversations dialogues.

The following textbooks will be employed in the course:

English: Your new Language - Book I

Silver Burdett, Morristown, N. J.

Teaching Dialogues, Board of Education, N.Y.C. (English as a new language for adults).

English Lessons for Adults - Book I

Gearing, Varnardo - Harcourt Brace & World

I. Evaluation:

L. Dates or Frequency of Measurements

Students will be tested and interviewed by teacher at beginning of course and then at end to determine degree of achievement. They will be tested every three weeks during course to determine progress and diagnose weaknesses and strengths.

2. Persons responsible for measurement

1. Project Director - Evaluation material and procedures employed by teacher will need the approval of the Project Director.
2. Teacher - responsible for preparing test material and evaluating and reporting results
3. Evaluating agency - will have the responsibility of evaluating results of test prepared by teacher. They will also observe classes during the semester.

3. Data collecting and reporting (including due date)

1. Project director will make 2 or more formal observations and several informal observations during course of term to observe the effectiveness of teacher in teaching English using the audio-lingual approach. Suggestions and recommendations will be made by the Project Director when necessary.
2. Lesson plans will be submitted weekly by the teacher to the project director for his evaluation, modifications, and recommendations.
3. Teacher will keep an individual log on each student noting weaknesses, strenghts and progress
4. In addition to the initial ability test and final achievement test, teacher will prepare and administer diagnostic test every three weeks to determine rate and degree of progress of participants.
5. Teacher will employ tape recorder and video tape as a means to record participants'

performance and rate of progress.

6. Evaluating agency will make at least two formal observations during course of term to observe effectiveness of teacher instruction and material, performance and interest and progress of participants.

The following data will be used to evaluate effectiveness of process:

1. Two formal observation reports by Project Director
2. Weekly lesson plans by teacher
3. Individual logs on participants
4. Results of diagnostic test administered to participants during term.
5. Tapes
6. Video tape
7. Evaluation report submitted by evaluating agency.

4. Materials to be used

In addition to source books and textbooks mentioned above, the following materials will be used.

1. Mimeographed materials prepared by teacher
2. Pictures and Charts - such as Peabody Lang. Development stimulus pictures

3. Tape recorder - tapes
4. Video tape equipment
5. Phonographs, records
6. Films
7. Filmstrips
8. Overhead projector

BILINGUAL PROCEDURES

A. Component Name: Adult Education

B. Dominant Language: Spanish

C. Grade Level: Adult

D. No. of Participants: 15 adults (parents)

E. Program Objectives: To provide an Intermediate Course in English as a Second Language for our Spanish Speaking parents

* *

PRODUCT

F. Performance Objectives: Participants in the Intermediate course in English as a Second Language will acquire the language skills to enable them to understand and speak English using a more advanced level of vocabulary, language patterns and dialogues relevant to every day situations in home, school, community, job and recreation than that taught in the basic course in English as a second language. The level of work presented will be based on the standards prescribed in the following resource books.

Teaching English as a Second Language
by Mary Finnochiaro
Harper & Row

English as a Second Language: Theory & Practice by Mary Finnochiaro
Simon & Schuster

Language Teaching by Robert Lado
McGraw Hill, Inc.

Foreign Language Learning by Robert L. Poletzer
Prentice Hall, Inc.

English Series - A Complete course in English as a Second Language by Robert Lado. Simon & Schuster

The participants will learn correct pronunciation, intonation, and stress patterns of English through the audio-lingual method employed by teacher.

Participants will acquire ability to read in English with direct comprehension what has been mastered audio-lingually.

Participants will read sufficiently well to pass the voter registration literacy test.

Participants will acquire ability to copy in writing and to write from dictation English that has been heard, spoken and read.

Participants will acquire ability to create simple and functional sentences, paragraphs, letters and short essays using vocabulary and language patterns that have been mastered audio-lingually.

G. Evaluation:

1) Dates of Frequency of Measurement

Participants will be tested and interviewed at beginning and end of course.

2) Persons responsible for Measurement

a) Project Director - Evaluation material and procedures employed by teacher will need the approval of Project Director

b) Teacher will prepare test material and assess results

c) Evaluating Agency will have the responsibility of evaluating results of test prepared by teacher. They will have responsibility of preparing measurement tools to evaluate product.

3) Description of the data collecting and reporting Procedures

a) Using teacher prepared instruments the participants will be tested at beginning of course to diagnose their ability level. They will be tested again at end of course to determine degree of achievement.

b) Participants will be interviewed by teacher and recorded on tape at beginning of course and then again at end of course to determine the degree of achievement in speaking the second language.

c) The Evaluating Agency retained by Project Director will evaluate the product by examining test data compiled by teacher in the course and by interviewing teachers and each participant. Participants will fill out a questionnaire evaluating course and teacher. The Evaluation Agency will have the responsibility of preparing measuring instruments.

The following data will be used to evaluate effectiveness of product:

1) Questionnaire filled in by participants stating his educational background and knowledge of English, etc.

2) Questionnaire filled in by participants evaluating course and teachers.

3) Questionnaire filled in by teacher evaluating course.

4) Initial diagnostic test prepared by teacher.

5) Final achievement test prepared by teacher.

6) Data comparing pupils' achievement to New York City Language Ability Rating Scale.

7) Tape of participants at beginning and end of course to measure degree of achievement.

8) Evaluation report and data prepared by the evaluating agency.

PROCESS

H. Performance Objectives: One qualified instructor will be employed to teach 15 parents an intermediate course in English as a Second Language for 16 weeks, 4 hours a week, for a total of 64 hours, from February 15, 1971 to June 11, 1971.

1) The teacher will employ the audio-lingual approach, to teach vocabulary, language patterns, pronunciation, stress and intonation patterns of English.

2) Teacher will write lesson plans developing functional vocabulary language patterns relevant to the living experiences of students. Teachers will use the following resource books:

Teaching English as a Second Language - by Mary Finnocchiaro - Harper & Row Publishers

Language Teaching - by Robert Lado McGraw Hill, Inc. Publishers

English Series - A Complete Course in English as a Second Language - Book 2 & 3 by Robert Lado

3) Teachers will give specific pronunciation drills based on phonological and linguistic concepts. For example, how to pronounce the pure vowels in Spanish, as compared to vowels in English. The following resource books will be used by the teacher:

Language Learning - by Robert Lado

Linguistic & English Grammar - by H.S. Gleason Holt, Rinehart & Winston Publishers

The Sounds of English & Spanish - by Stockwell and Bowen - University of Chicago Press

4) Teacher will utilize tape recorder to demonstrate to students correct models in pronunciation and structure. Students will listen to themselves on tape recorder to improve their pronunciation, vocabulary and language patterns.

5) Teacher will use video tape to provide students with an opportunity to see and hear themselves while carrying on conversations and dialogues.

6) Teacher will prepare lesson plans to develop writing skills sequentially. First, pupils will write from dictation what they have heard, spoken and read. They will progress to creating simple sentences, paragraphs and short stories, using vocabulary and language patterns they have mastered audio-lingually.

Two or more of the following textbooks will be employed in the course:

English: Your New Language - Book 1
Silver Burdett, Morristown, New Jersey

Teaching Dialogues - (English as a new Language for Adults) - Board of Education

Let's Learn English - by Wright-McGillivary
American Book Company

English Lessons for Adults - Book 2
by Gearing, Varnardo - Harcourt Brace Publishers

I. Evaluation:

1) Dates of Frequency of Measurement

Students will be tested and interviewed by teacher at beginning of course and then at end to determine degree of achievement. They will be tested every three weeks during course to determine progress and diagnose weaknesses and strengths.

2) Persons Responsible for Measurement

a) Project Director - Evaluation material and procedures employed by teacher will need the approval of the Project Director.

b) Teacher is responsible for preparing test material and evaluating and reporting results.

c) Evaluating Agency will have the responsibility of evaluating results of test prepared by teacher. They will also observe classes during the semester.

3) Data Collecting and Reporting (including due date)

a) Project Director will make two or more formal observations and several informal observations during course of term. He will observe the effectiveness of the teacher using the audio-lingual approach in teaching English.

b) Lesson plans will be submitted weekly by teacher to Project Director for evaluation, modifications and recommendations.

c) Teacher will keep an individual log on each student noting weaknesses, strengths, and progress.

d) In addition to the initial ability test and final achievement test, teacher will prepare and administer diagnostic tests every three weeks to determine rate and degree of progress of participant.

e) Teacher will employ tape recorder and video tape as a means to record participants' performance and rate of progress.

f) Degree of reading comprehension skills attained by participants will be measured by teacher-made tests administered at least every three weeks. For example, tests will consist of selected paragraphs with appropriate comprehension questions.

g) The same procedure will be employed to measure the degree of progress attained in writing skills by the participants.

h) Evaluating Agency will make at least two formal observations duringcourse of term to observe effectiveness of teacher instruction and materials, performance, interest and progress of participants.

The following data will be used to evaluate effectiveness of progress:

1) Two formal observation reports by Project Director.

2) Weekly lesson plans by teacher.

3) Individual logs on participants.

4) Results of diagnostic test administered to participants during term.

5) Tapes

6) Video Tape

7) Evaluation report submitted by evaluating agency.

The following materials will be used in addition to source books and textbooks mentioned above:

1) Mimeographed materials prepared by teacher.

2) Pictures and Charts, such as Peabody Language Development stimulus pictures.

3) Tape recorder - tapes

4) Video tape equipment

5) Phonographs, records

6) Films

7) Filmstrips

8) Overhead projector

9) Library books

10) Magazines

BILINGUAL PROCEDURES

A. Component Name: Adult Education

B. Dominant Language: English

C. Grade Level: Adult

D. No. of Participants: 15 Adults (Parents)

E. Program Objectives: To provide a basic course in Spanish as a Second Language for our English Speaking parents.

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PRODUCT

F. Performance Objectives: Participants in a basic course in Spanish as a Second Language will acquire the ability to speak in Spanish using basic vocabulary, language patterns and dialogues relevant to everyday situations in home, school, community, job and recreation as prescribed in Second Language Teaching resource books such as:

Language Teaching - Robert Lado
McGraw Hill, Inc.

Spanish in the Elementary Schools
Board of Education

Participants in the basic course in Spanish will acquire the ability to understand Spanish when spoken by a native at a normal tempo using the basic vocabulary and language patterns which the student has mastered audio-lingually in his classroom experience. The basic vocabulary, sentence patterns and dialogues will be relevant to everyday situations at home, school, community, job and recreation as prescribed in resource books on teaching a second language using audio-lingual techniques.

G. Evaluation:

1) Dates of Frequency of Measurement

Participants will be tested and interviewed at beginning and end of course.

2) Persons Responsible for Measurement

a) Project Director - Evaluation material and procedures employed by teacher will need the approval of Project Director.

b) Teacher will prepare test material and assess results.

c) Evaluating Agency will have the responsibility of evaluating results of tests prepared by teacher. They will have responsibility of preparing measurement tools to evaluate product.

3) Description of the data collecting and reporting procedures

a) Using teacher prepared instruments the participants will be tested at beginning of course to diagnose their ability level. They will be tested again at end of course to determine degree of achievement.

b) Participants will be interviewed by teacher and recorded on tape at beginning of course and then again at end of course to determine the degree of achievement in speaking the second language.

c) The Evaluating Agency retained by the Project Director will evaluate the product by examining test data compiled by the teacher in the course and by interviewing teachers and each participants. The participants will fill out a questionnaire evaluating the course. The evaluation agency will have the responsibility of preparing measuring instruments.

The following data will be used to evaluate effectiveness of product:

1) Questionnaire filled in by participant stating his educational background.

2) Questionnaire filled in by participants evaluating the course and the teacher.

3) Questionnaire filled in by teacher evaluating course.

4) Initial diagnostic test prepared by teacher.

5) Final achievement test prepared by teacher.

6) Tape of participants at beginning and end of course to measure degree of achievement.

7) Evaluation report and data prepared by the evaluating agency.

PROCESS:

H. Performance Objectives:

One qualified instructor will be employed to teach 15 parents a basic course in Spanish as a Second Language during October 5, 1970 to January 29, 1970 for a total of 16 weeks, four hours a week for a total of 64 hours.

Teacher will employ lesson plans utilizing vocabulary, language patterns and dialogues used in everyday situations in the home, school, community, job and recreation as prescribed in resource books on teaching a second language.

Teacher will give specific pronunciation drills based on phonological and linguistic concepts. For example, how to pronounce the pure vowels in Spanish as compared to the vowels in English which are not pure.

Teacher will utilize tape recorder to demonstrate to students correct models in pronunciation and structure. Students will listen to themselves on tape recorder to improve their pronunciation, stress and intonation patterns and language patterns.

Teacher will use video tape to provide students with opportunity to see and hear themselves performing in the second language.

I. Evaluation:

1) Dates or Frequency of Measurement

Participants will be interviewed and evaluated by teacher at beginning of course to determine level of ability. They will be tested at end to determine achievement. They will be evaluated every three weeks to determine degree and rate of progress and to diagnose weaknesses and strengths.

2) Persons responsible for measurement

a) Project Director - Evaluation material and procedures employed by the teacher will require approval of Project Director.

b) Teacher is responsible for preparing test material, evaluating and reporting results.

c) Evaluating Agency will have the responsibility of evaluating results of tests prepared by teacher. They will also observe classes during the semester

3) Description of the data collecting and reporting procedures

a) Project Director will make two or more formal observations and several informal visits during the term to observe the effectiveness of the teacher in teaching Spanish using the audio lingual approach. Suggestions and recommendations will be made by the Project Director when necessary.

b) Lesson plans will be submitted weekly by the teacher to the project director for his evaluation, modifications and recommendations.

c) Teacher will keep an individual log on each student noting his weaknesses, strengths and progress.

d) In addition to the initial diagnostic test and final achievement test, the teacher will prepare and administer diagnostic tests every three weeks to determine rate and degree of progress of participants.

e) The teacher will employ tape recorder and video tape to record participants' performance and rate of progress.

f) Evaluating agency will make at least two formal observations during course of term to observe effectiveness of teacher instruction and materials, performance and interest and progress of participants.

The following data will be used to evaluate effectiveness of process:

1) Two formal observation reports by Project Director

2) Weekly lesson plans of teacher

3) Mimeographed material prepared by teacher

4) Individual logs on each participant prepared by teacher

5) Results of diagnostic tests administered to participants during term

6) Tapes

7) Video tapes

8) Evaluation report submitted by Evaluating Agency

J. Materials to be used:

In addition to source books and textbooks the following materials will be used.

1) Mimeographed materials prepared by the teacher

2) Pictures and Charts - such as the Peabody Language Development stimulus cards

3) Tape recorder - tapes

4) Video tape equipment

5) Phonographs, records

6) Films

7) Filmstrips

8) Overhead Projector

BILINGUAL PROCEDURES:

A. Component Name: Adult Education

B. Dominant Language: Spanish

C. Grade Level: Adult

D. No. of Participants: 15 adults (parents)

E. Program Objectives: To provide a basic course in Improving Spanish Literacy for our Spanish speaking parents.

****

PRODUCT

F. Performance Objectives: Participants in a basic course in Improving Spanish Literacy will acquire the skills to read in Spanish with direct comprehension materials within the students' experiences. Participants will acquire enough reading proficiency to read and comprehend newspapers, magazines and other reading material equivalent to a sixth grade level.

Participants will acquire writing skills to enable them to write in Spanish what has been heard, spoken and read equivalent to a sixth grade level. They will acquire the ability to create grammatically correct sentences, paragraphs, letters and short compositions using functional vocabulary relevant to everyday situations in the home, school, community, job and recreation equivalent to a sixth grade level.

Participants will acquire skills to pass the Spanish Literacy Test qualifying them to vote.

Participants will learn that there is a wealth of Spanish literature. In particular, they will be exposed to Puerto

Rican and Latin American literature. This will help to engender pride in their culture and heritage and to add to a positive self image.

G. Evaluation:

1) Dates or Frequency of Measurement

Participants will be tested and interviewed at beginning and end of course.

2) Persons responsible for measurement

a) Project Director - Evaluation material and procedures employed by teacher will need the approval of Project Director.

b) Teacher will prepare test material and assess results.

c) Evaluating Agency will have the responsibility of evaluating results of tests prepared by teacher. They will have the responsibility of preparing measurement tools to evaluate product.

3) Description of the data collecting and reporting procedures

a) Using teacher prepared instruments, the participants will be tested at beginning of course to diagnose their reading and writing levels. They will be tested again at end of course to determine degree of achievement in reading and writing.

b) Participants will be interviewed by teacher and recorded on tape at beginning of course and then again at end of course to determine the degree of achievement in learning to read and comprehend written material.

c) The Evaluating Agency retained by the Project Director will evaluate the product by examining test data compiled by the teacher and by interviewing the teacher and each participant. The teacher and each participant will fill out a questionnaire evaluating the course. The Evaluating Agency will have the responsibility of preparing measuring instruments.

The following data will be use to evaluate effectiveness of product:

1) Questionnaire filled in by participants stating his education background.
2) Questionnaire filled in by participants evaluating course and the teacher.
3) Questionnaire filled in by teacher evaluating course.
4) Initial diagnostic test prepared by teacher.
5) Final achievement test prepared by teacher.
6) Tape of participants at beginning and end of course to measure degree of achievement.
7) Evaluation report and data prepared by the evaluating agency.

PROCESS

H. Performance Objectives

One qualified instructor will be employed to teach 15 parents a course in Improving Spanish Literacy for 16 weeks, four hours a week for a total of 64 hours from February 15, 1970 to June 11, 1971.

Teacher will prepare specific lesson plans to teach Spanish phonics and word recoginition skills.

Teacher will teach reading comprehension skills to participants employing teacher prepared mimeographed material at reading level of student. Teacher will continually adapt materials as the students progress from one level to the next. The following texts will be used by participants to learn vocabulary and comprehension:

Caminos de la Lengua - Manual de Lenguaje para Estudiantes Adultos de Cuarto Grado
Departamento de Instrucción Publica, Puerto Rico

Caminos de la Lengua - Manual de Lenguaje para Estudiantes Adultos de Quinto Grado

Caminos de la Lengua - Manual de Lenguaje para Estudiantes Adultos de Sexto Grado

These books include selections from literary works such as short stories, poems, essays by well-known Spanish and Puerto Rican writers. Selections on art and music are also included in these books. This will provide the student with an opportunity to learn about the art and culture of Spanish speaking people. In addition, the student will hear and read complete or partial selections of specific literary works such as Platero y Yo by Juan Ramón Jiménez; specific Puerto Rican works such as Leyendas Puertorriqueñas by Coll y Toste, Pedruquito y Sus Amigos by Anibal Diaz, and works by other authors such as Virgilio Dávila, Carmen Gomez Tehera, José de Diego, etc. The student will also read current selections and articles from Spanish magazines such as Selecciones - Readers' Digest and Life, etc.

Teacher will prepare comprehension questions to be used with these readings to determine student's degree of comprehension.

In the lesson plans, the teacher will develop sequential lessons to teach writing skills beginning with basic simple sentences, progressing to short paragraphs and then short compositions. The student will learn to take down accurately material dictated to him by the teacher. The student will develop sentences by first filling in words or parts of the

sentence, by completing sentences, by answering questions, by reconstructing sentences, etc. He will progress through these stages until they are ready to create original sentences.

I. Evaluation:

1. Dates or Frequency of Measurement

Students will be tested and interviewed by teacher at beginning of course and then at the end to determine degree of achievement. They will also be tested every three weeks during the course to determine progress and diagnose weaknesses and strengths.

2. Persons responsible for measurement

a. Project Director - Evaluation material and procedures employed by the teacher will need the approval of the Project Director.

b. Teacher is responsible for preparing test material and evaluating and reporting results.

c. Evaluating Agency will have the responsibility of evaluating results of tests prepared by the teacher. They will also observe classes during the semester.

3. Data collecting and reporting (including due date)

a. Project Director will make two or more formal observations and several informal visits during the semester to observe the effectiveness of the teacher in teaching reading and writing to the students. Suggestions and recommendations will be made by the Project Director when necessary.

b. Lesson plans will be submitted weekly by the teacher to the Project Director for his evaluation, modifications and recommendations.

c. The teacher will keep an individual log on the students noting weaknesses, strengths and progress.

d. In addition to the initial diagnostic test and final achievement test, the teacher will prepare and administer diagnostic tests every three weeks to determine rate and degree of progress of students.

e. Evaluating Agency will make at least two formal observations during course of term to observe effectiveness of teacher instruction and materials, performance and progress of participants.

The following data will be used to evaluate effectiveness of process.

1. Two formal observation reports by Project Director.
2. Weekly lesson plans by the teacher.
3. Individual logs on participants prepared by teacher.
4. Results of diagnostic test administered to participants during the term.
5. Sample of students' written work
6. Tapes recording students' oral reading progress
7. Video tapes
8. Evaluation report submitted by Evaluating Agency.

J. Materials to be used

In addition to the source books and textbooks mentioned above, the following materials will be used.

1. Mimeographed materials prepared by teacher.
2. Pictures and Charts
3. Tape recorder - tapes
4. Video tape equipment
5. Phonograph - records
6. Films
7. Filmstrips
8. Overhead Projector
9. Library books
10. Magazines

STAFFING

Four instructors will be needed. Each of the instructors will have the responsibility of teaching one of the courses mentioned above according to the standards described, in the process performance objectives.

Each course will meet 4 hours a week for 16 weeks -- a total of 64 hours.

All of the staff members will be fluent in both Spanish and English and have at least two years of teaching experience. They would meet the following criteria:

1) know Spanish and English well enough to be imitated by the students.
2) know the description of the structure of the language
3) understand the intimate relation between a language and culture
4) be familiar with the audio-lingual techniques, as well as those that are used to teach reading and writing
5) Teacher must have a background in teaching a second language. At least one year experience in teaching English as a second language or Spanish as a second language. Teacher must have taken at least one course

in methodology of teaching a second language and/or one linguistic course in English or Spanish phonology.

FACILITIES AND EQUIPMENT

1) Facilities

All courses will be given at P. S. 25, The Bilingual School, 811 East 149th Street, Bronx, New York.

2) Equipment

a) Film strip projector

b) Phonograph

c) Video tapes

d) Tape recorder

The above equipment is needed to service an effective language instructional program using the audio-lingual approach.

BUDGET REQUIREMENTS — Adult Education

Personnel

Two teachers ea.@ 4 hrs./wk. for 16 wks. @ $10.50 per hr. (Fall)	$1344.00
Two teachers ea.@ 4 hrs./wk. for 16 wks. @ $10.50 per hr. (Spring)	1344.00
	2688.00
Textbooks	850.00
Office Supplies	150.00
	$3688.00

SUMMER SCHOOL

BILINGUAL PROCEDURES

A. Component Name: Summer School

B. Dominant Language: English

C. Grade Level: First to Fifth

D. No. of Participants: 300

E. Program Objectives: Remedial Mathematics Program in English

* *

PRODUCT

F. Performance Objectives: To arrest retardation in mathematics in English and to enable pupil to progress at a normal rate of achievement as measured through established standardized tests such as the New York State Mathematics Survey and against established norms.

The student upon completion of the course will have mastered those skills earlier identified by standardized inventories and conversion tables for that grade. Lack of these skills are listed as disabilities to be overcome in mathematics before proceeding to the next plateau in mathematics as defined by state norms and recorded in curriculum bulletins.

G. Evaluation: The performance objectives for the student will be evaluated by administering pre, mid, and post tests that are geared to test the particular disability/or disabilities.

These, in turn, will be compared to each other and with scores entered on cummulative record cards prior to the start of the program. The reading specialist and the class teacher will jointly prepard a program to correct disabilities noted.

PROCESS

H. Performance Objectives: Small classesof no more than fifteen students will be organized based on disabilities in mathematics uncovered. Teachers who are bilingual and licensed will be used to staff these classes. Classes will be held from 9 to 12 and the session will run from July 1st to August 14th.

These disabilities will be identified through mathematics scores, teacher evaluation and recommendation of a math specialist

To be more specific, diagnostic skills will be listed such as, conceptualization, the

ability to multiply a two place number, exchange in units, tens and thousands, to mention but a few. The children will be rated on this scale and grouped according to their particular needs as identified by the criteria above.

Prior to the start of summer school, the math specialist and the teacher will review the submitted data and plan a comprehensive program to meet the disability/or disabilities.

Where the learning disabilities are such that they would be too numerous to overcome in the allotted time, these disabilities will be ranked in order of priority by the specialist and teacher and a program instituted to meet these needs.

Para-professionals will be trained by the specialist and teacher to work with small groups and individual students who may need intensive drill work with certain skills.

The materials to be used will vary with the particular class and individual. Experience has shown, however, that cuisenaire rods, film strips, overhead projectors, discs, and manipulative materials, to mention a few, are

indispensable in such a program.

As children progress from one skill to the next, they will be tested on that particular skill and where results indicate that reinforcement is needed, it will be provided for in the form of intensive drill work by the teacher or the para-professional. This procedure will apply at each level with inventory tests that will assess, in addition to the new skills taught, the prior ones learned.

I. Evaluation: The evaluation of the math specialist and teacher will be made by the program supervisor. This evaluation will take the form of the specialist's reports on progress of students that will contain statistical data indicating work assigned and completed by the student.

Reading of teacher's lesson plans and providing suggestions where necessary to improve performance.

Conferences on a daily and weekly basis with the specialist and class teacher to review work covered in the prior week and to define or modify goals for the coming week.

Direct observation by the supervisor and the use of a video tape are other evaluating processes that will be used in theprogram.

Pre-program test results will be used to give substance and form to the program. Mid-program testsresults will indicate what modifications, if any, must be made in the structure of the program.

Post test results will serve as an overall index of the success of the program and form the baseline for any change that might have to be made the following year.

Post-test results will serve as an overall index of the success of the program and form the baseline for any changes that might have to be made the following year.

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I. Evaluation: The evaluation of the math specialist and teacher will be made by the program supervisor. This evaluation will take the form of the specialist's reports on progress of students that will include statistical data indicating work assigned and completed by the student.

Reading of teacher's lesson plans and providing suggestions where necessary to improve performance.

Conferences on a daily and weekly basis with the specialist and class teacher to review work covered in the prior week and to define or modify goals for the coming week.

Direct observation by the supervisor and the use of a video tape are other evaluating processes that will be used in the program.

Pre-program test results will be used to give substance and form to the program. Mid-program test results will indicate what modifications, if any, must be made in the structure of the program.

Prior to the start of summer school, the math specialist will review the submitted data and plan a comprehensive program to meet the disability/or disabilities.

Where the learning disabilities are such that they would be too numerous to overcome in the allotted time, these disabilities will be ranked in order of priority by the specialist and teacher and a program instituted to meet these needs.

Para-professionals will be trained by the specialist and teacher to work with small groups and individual students who may need intensive drill work with certain skills.

The materials to be used will vary with the particular class and individual. Experience has shown, however, that cuisenaire rods, film strips, overhead projectors, discs and manipulative materials, to mention a few, are indispensable in such a program.

As children progress from one level to the next, they will be tested on that particular skill, and where results indicate that reinforcement is needed, it will be provided for in the form of intensive drill work by the teacher or the

particular disability/or disabilities.

These, in turn, will be compared to each other and with scores entered on cumulative record cards record cards prior to the start of the program. The math specialist and class teacher will jointly prepare a program to correct disabilities noted.

PROCESS

H. Performance Objectives: Small classes of no more than 15 students will be organized based on disabilities in mathematics uncovered. Teachers who are bilingual and licensed will be used to staff these classes. Classes will be held from 9 A.M. to 12 noon and the session will run from July 1st to August 14th.

These disabilities will be identified through math scores, teacher evaluation and recommendation of math specialist.

To be more specific, diagnostic skills will be listed such as conceptualization, the ability to multiply a two place number, exchange in units, tens and thousands, to mention but a few. The children will be rated on this scale and grouped according to their particular needs as identified by the criteria above.

BILINGUAL PROCEDURES

A. Component Name: Summer School

B. Dominant Language: Spanish

C. Grade Level: First to Fifth

D. No. of Participants: 300

E. Program Objectives: Remedial Mathematics Program in Spanish

* *

PRODUCT

F. Performance Objectives: To arrest retardation in mathematics in Spanish to enable the student to progress at a normal rate of achievement as measured by teacher made tests and evaluation since no standardized norms for evaluating math scores in Spanish are available.

The student, upon completion of the course, will have mastered these skills earlier identified by tests prepared by the math specialist.

Lack of these skills are listed as disabilities to be overcome in math before proceeding to the next plateau as defined by the math specialist.

G. Evaluation: The preformance objectives for the student will be evaluated by administering pre- and post tests that are geared to test the

BILINGUAL PROCEDURES

A. Component Name: Summer School

B. Dominant Language: English

C. Grade Level: First to Fifth

D. No. of Participants: 300

E. Program Objectives: Remedial Reading Program in English

* *

PRODUCT

F. Performance Objectives: To arrest retardation in reading in English and to enable pupil to progress at a normal rate of achievement as measured through established standardized tests such as M.A.T. and against established norms.

The student, upon completion of the course, will have mastered those skills earlier identified by standardized inventories, ie., M.A.T. conversion tables. Lack of these skills are listed as reading disabilities to be overcome before proceeding to the next plateau in reading as defined by state norms and recorded in curriculum bulletins.

G. Evaluation: The performance objectives for the student will be evaluated by administering pre, mid and post tests that are geared to test the particular disability/or disabilities.

These, in turn, will be compared to each other and with scores entered on cummulative record cards prior to the start of the program. The reading specialist and the class teacher will jointly prepare a program to correct disabilities noted.

PROCESS

H. Performance Objectives: Small classes of no more than 15 students will be organized based on reading disabilities uncovered. Teachers who are bilingual and licensed, will be used to staff these classes. Classes will be held from 9 A.M. to 12 noon and the session will run from July 1st to August 14th.

These disabilities will be identified through reading scores, teacher evaluation and recommendation of a reading specialist. To be more specific, diagnostic skills will be listed, such as blends, configuration clues and sight vocabulary, to mention but a few. The children will be rated on this scale and grouped according to their particular needs as identified by the criteria above.

Prior to the start of summer school, the reading specialist and the teacher will review the submitted data and plan a comprehensive program to meet the disability/or disabilities.

Where the learning disabilities are such that they would be too numerous to overcome in the allotted time, these disabilities will be ranked in order of priority by the reading specialist and the class teacher, and a program instituted to meet these needs.

Para-professionals will be trained by the specialist and the teacher to work with small groups and individual students who may need intensive drill work with certain skills.

The materials to be used will vary with the particular class and individual. Experience has shown, however, that S.R.A. kits, reading machines, tachistoscopes, phonic drill books, flash cards and film strips are indispensable in such a program.

As children progress from one skill to the next, they will be tested on that particular skill and where results indicate that

reinforcement is needed, it will be provided for in the form of intensive drill work by the teacher or the para-professional. This procedure will apply at each level with inventory tests that will assess, in addition to the new skills taught, the prior skills learned.

I. Evaluation: The evaluation of the reading specialist and teacher will be made by the program supervisor. This evaluation will take the form of reading specialist's reports on progress of students that will contain statistical data indicating work assigned and accomplished by the student.

Reading of teacher's lesson plans and providing suggestions where necessary to improve performance.

Conferences on a daily and weekly basis with the reading specialist and class teacher to review work covered in the prior week and to define or modify goals for the coming week.

Direct observation by the supervisor and the use of a video tape are other evaluating processes that will be used in the program.

Pre-program test results will be used to give substance and form to theprogram. Mid-program

test results will indicate what modifications, if any, must be made in the structure of the program.

Post-test results will serve as an overall index of the success of the program and form the baseline for any changes that might have to be made the following year.

BILINGUAL PROCEDURES

A. Component Name: Summer School

B. Dominant Language: Spanish

C. Grade Level: First to Fifth

D. No. of Participants: 300

E. Program Objectives: Remedial Reading Program in Spanish

* *

PRODUCT

F. Performance Objectives: To arrest retardation in reading in Spanish and to enable pupil to progress at a normal rate of achievement as measured by teacher-made test and teacher evaluation, since no standardized norms for evaluating reading scores in Spanish are available.

The student, upon completion of the course, will have mastered those skills earlier identified by tests prepared by reading specialist. Lack of these skills are listed as reading disabilities to be overcome before proceeding to the next plateau in reading as defined by the reading specialist.

G. Evaluation: The performance objectives for the student will be evaluated by administering pre,

mid and post tests that are geared to test the particular disability/or disabilities.

These, in turn, will be compared to each other and with scores entered on cummulative record cards prior to the start of the program.

The reading specialist and the class teacher will jointly prepare a program to correct disabilities noted.

PROCESS

H. Performance Objectives: Small classes of no more than 15 students will be organized based on reading disabilities uncovered. Teachers who are bilingual and licensed, will be used to staff these classes.

Classes will be held from 9 A.M. to 12 noon and the session will run from July 1st to August 14th.

These disabilities will be identified through reading scores, teacher evaluation and recommendation of a reading specialist.

To be more specific, diagnostic skills will be listed such as blends, configuration clues and sight vocabulary, to mention but a

few. The children will be rated on this scale and grouped according to their particular needs, as identified by the criteria above.

Where learning disabilities are such that they would be too numerous to overcome in the allotted time, these disabilities will be ranked in order to priority by the reading specialist and the class teacher, and a program instituted to meet these needs.

Para-professionals will be trained by the specialist and the teacher to work with smaller groups and individual students who may need intensive drill work with certain skills.

The materials to be used will vary with the particular class and individual.

Experience has shown, however, that overhead projectors, tape recorders, flash cards, phonic drill books and teacher-made materials are indispensable in such a program.

As children progress from one skill to the next, they will be tested on that particular skill and where results indicate that reinforcement is needed, it will be provided for in the form of intensive drill work by the teacher or

para-professional. This procedure will apply at each level with inventory tests that will assess, in addition to the new skills taught, the prior skills learned.

I. Evaluation: The evaluation of the reading specialist and teacher will be made by the program supervisor. This evaluation will take the form of reading specialist's reports on progress of students that will contain statistical data indicating work assigned and accomplished by the student.

Reading of teacher's lesson plans and providing suggestions where necessary to improve performance.

Conferences on a daily and weekly basis with the reading specialist and class teacher to review work covered in the prior week and to define or modify goals for the coming week.

Direct observation by the supervisor and the use of a video tape are other evaluating processes that will be used in the program.

Pre-program test results will be used to give substance and form to the program. Mid-program test results will indicate what

modifications, if any, must be made in the structure of the program.

Post test results will serve as an overall index of the success of the program and form the baseline for any changes that might have to be made the following year.

BILINGUAL PROCEDURES

A. Component Name: Summer School 1970

B. Dominant Language: Spanish

C. Grade Level: First to Fifth

D. No. of Participants: 300

E. Program Objectives: Teaching of Puerto Rican and Hispanic Culture

* *

PRODUCT

F. Performance Objectives: To instill in the Spanish speaking pupil a feeling of self-confidence and pride in their native cultural heritage, that will help them lead more meaningful a life in their bi-cultural environment.

It is expected that the study of the effective contributions that Puerto Ricans in New York City have made to the arts, industry, sports, business, professions, and politics, will enhance the self-esteem of the Puerto Rican child, as well as those of Hispanic background.

G. Evaluation: The classroom teacher will be in charge of the cultural component of the summer school program at P.S. 25. The curriculum

specialist will assist the classroom teacher carry out the activities planned for the program.

PROCESS

H. Performance Objectives: A good bilingual program is almost of necessity a bi-cultural program as well. Culture is inseparable from the language which is used to live by that culture. Thus, the bilingual summer school at P.S. 25 will continue the cultural program that was part of the regular school year. This program teaches respect for and acceptance of the cultural values of the Puerto Ricans in New York. With information, the child's cultural heritage becomes more meaningful to him. Every day, a class period will be devoted to cultural understandings. The teacher will decide how much time should be devoted to a particular area, such as labor, arts, sports, politics, and music in which Puerto Ricans have gained reputation.

The students will learn how Puerto Ricans in the labor force affect the production of goods and services in New York. This will be done through activities such as visits to factories

in the neighborhood, and programs whereby union leaders speak to them about the labor market and the preparation needed for better jobs.

The showing of the film, "This is Puerto Rico", which emphasizes the progress made in Puerto Rico in the social, economic and political life of thepeople will offer the opportunity for discussion on the myths that are being circulated about Puerto Ricans. Facts and figures will dispel these myths.

Many Puerto Ricans who have made contributions in the arts, sports, and business world, will be highlighted. Jose Ferrer, Rita Moreno, Juano Hernandez, Miriam Colon, are actors of international reputation. Graciela Rivera, Justino Diaz, are singers of note. In the major leagues, Ruben Gomez, Juan Pizarro, Roberto Clemente are a few of the outstanding players from Puerto Rico.

Puerto Ricans that are taking an active part in the political life of New York will be a topic of particular interest during the summer program.

Pupils will be exposed to children's literature written by Puerto Rican authors. They will dramatize and memorize those works of art meaningful to them. As a culminating activity to be held on the last week of the summer school, each class will participate in a program where Puerto Rican and Hispanic poems, songs, dances and stories will be presented.

I. Evaluation: The classes and activities will be evaluated by the summer program director. The teachers will submit lesson plans every week. The director will make recommendations to the teachers and para-professionals. This will help them carry out the activities planned for the week.

The activities will be carried out by the children under the guidance of the classroom teacher who, in turn, will be assisted by a para-professional and the curriculum specialist.

The evaluation will be conducted through formal class observations done by the summer program director and the program evaluator.

BILINGUAL PROCEDURES

A. Component Name: Summer School

B. Dominant Language: English

C. Grade Level: First to Fifth

D. No. of Participants: 300

E. Program Objectives: Afro-American Culture

* *

PRODUCT

F. Performance Objectives: To have students learn of the rich contribution of this culture to the American way of life by selecting noted exponents in the fields of music, art, poetry, drama and dance and having children actively participate in these various forms of expression.

G. Evaluation: The performance objectives for the student will be evaluated by administering a pre-program quiz in each area -- oral or written depending on grade level. This will indicate the direction or depth the program will take.

PROCESS

H. Performance Objectives: One period of the day will be devoted to this segment of the program.

One area, such as art or music, will be undertaken and studied for the entire week. Since five areas are listed, the sixth week will be devoted to a culminating activity in which each area studied will be brought together in the form of a class presentation.

Teachers selected for this assignment will be conversant with each field and will have, in addition to materials, a consultant available.

Para-professionals will be used to assist in such areas as dancing and singing.

The materials to be used will vary with particular classes and individuals. However, noted figures such as Dr. Martin Luther King, Langston Hughes, Leontyne Price, to name a few, will be presented on all grade levels and their contribution modified to the particular age group.

In addition, film strips, records, and text made available during the year, will be employed to implement lessons.

At the end of each segment, children will display their learning by demonstration through reading, writing, singing or performance in the

area studied that week.

This procedure will continue until the sixth week when a culminating activity by the school will pull together the areas learned.

I. Evaluation: The evaluation of this process will be made by the supervisor who will read teacher's lesson plans, review the weekly output of the children, hold weekly conferences with teacher to review work accomplished and goals set for the following week.

An inventory test at the conclusion of the program will serve as an index for materials learned and modifications to be made the following year.

STAFFING

All candidates for teaching positions must be bilingual and licensed by the New York City Board of Education. These candidates will be asked to submit, in addition to their licenses and credentials, a resume describing their professional growth and competancy in the field.

Applications will be reviewed by the supervising personnel and the most promising selected for teaching positions.

SUMMER SCHOOL

BUDGET:

Teacher-in-charge (Principal) 1 x 32 days x 3 hrs. = 96 hrs. @ $12.50	1,200.00
General Assistant (Asst. Principal) 1 x 32 days x 3hrs. = 96 hrs. @ $11.62	1,116.00
Bilingual Teachers 16 x 32 days x 3 hrs. = 1,536 hrs. @ $10.25	15,744.00
School Secretary 1 x 32 days x 3 hrs. - 96 hrs. @ $5.88	565.00
Educational Assistants 10 x 32 days x 3 hrs. = 960 hrs. @ $2.50	2,400.00
	21,025.00
Vacation and Holiday 72 hrs. x $2.50	180.00
	$21,205.00
Textbooks, Instructional Materials	500.00
	$21,705.00

INDEPENDENT EDUCATIONAL ACCOMPLISHMENT AUDIT

Independent Educational Accomplishment Audit

The agency responsible for the educational accomplishment audit will be the Teaching and Learning Corporation. This agency has been involved during the first year of the school's operation under Title VII funding and will continue in the second year. The qualifications of this agency have already been reviewed by U.S.O.E. The agency will undertake the following pre-audit activities:

June (1st week)	Meet with project director and evaluation agency for overall planning based on evaluation design
June (4th week)	Submit proposed audit contract

OVERALL PROGRAM MANAGEMENT

A. ORGANIZATION

See attached organization sheet for Public School 25

THE BILINGUAL SCHOOL
Public School 25
811 East 149th Street
Bronx, New York 10455

Principal - Project Director, Title VII
Hernan LaFontaine

Assistant Principals
Muriel Pagan
Arthur Raggio

Assistant Director - Title VII
Luis A. Cartagena

ORGANIZATION SHEET

Class	Teacher	Class	Teacher
K1-103 ED	Miss G. Burkett	4-313 ED	Mr. J. Rios
K2-103 ED	Miss G. Burkett	4-302 ED	Mr. M. Gaines
K3-104 SD	Miss Lichtenstein	4-304 SD	Mr. H. Roldan
K4-104 SD	Miss Lichtenstein	4-312 SD	Mr. R. Tavares
		4-303 SD	Miss M. Shereda
1-102 ED	Mrs. S. Becker		
1-202 ED	Miss M. Romero	5-403 ED	Mr. B. Hoffman
1-204 SD	Miss L. Colon	5-402 ED	Miss A. Walker
1-203 SD	Mrs. H. Moskowitz	5-401 SD	Mrs. L. Falcon
1-201 SD	Miss L. Cadiz	5-404 BL	Mr. A. Armada
2-208 ED	Mr. E. Crawford	6-408 ED	Mr. T. Wacht
2-207 ED	Mrs. R. Ben-David	6-409 ED	Mr. M. Graciano
2-206 SD	Mr. J. Venegas	6-407 SD	Mr. P. Cruz
2-205 SD	Mrs. E. Davila	6-406 SD	Mrs. Gonzalez
2-209 SD	Miss I. Morales	6-405 BL	Mr. E. Cruz
3-212 ED	Miss C. Howard		
3-213 ED	Mrs. S. Mas		
3-301 SD	Miss S. DeJesus		
3-211 SD	Miss E. Lawless		
3-210 SD	Mrs. Y. Bogaert		

Guidance Counselor

Mrs. C. Vazquez

Early Childhood Coordinator

Miss E. Colon

Curriculum Specialist

Mrs. A. Martinez

School Secretaries

Mrs. R. Lorans (Administrative Asst.)
Mrs. S. Romero

Cluster Teachers

Miss E. Lopez	Math
Mr. F. Lorans	Science
Mr. F. Rivera	Science
Miss L. Stein	E.S.L.
Mr. R. Font	E.S.L.
Miss P. Sucheron	S.S.L.
Miss R. Blanco	S.S.L.
Miss J. Kaplan	Music
Mr. O. Marti	Art
Mrs. Sohn	Kindergarten
Mrs. P. Cuenca	Library

A.T.R.

Mr. N. DeJesus

ORGANIZATION SHEET

Class	Teacher
K1-103 ED	Miss G. Burkett
K2-103 ED	Miss G. Burkett
K3-104 SD	Miss Lichtenstein
K4-104 SD	Miss Lichtenstein
1-102 ED	Mrs. S. Becker
1-202 ED	Miss M. Romero
1-204 SD	Miss L. Colon
1-203 SD	Mrs. H. Moskowitz
1-201 SD	Miss L. Cadiz
2-208 ED	Mr. E. Crawford
2-207 ED	Mrs. R. Ben-David
2-206 SD	Mr. J. Venegas
2-205 SD	Mrs. E. Davila
2-209 SD	Miss I. Morales
3-212 ED	Miss C. Howard
3-213 ED	Mrs. S. Mas
3-301 SD	Miss S. DeJesus
3-211 SD	Miss E. Lawless
3-210 SD	Mrs. Y. Bogaert

Class	Teacher
4-313 ED	Mr. J. Rios
4-302 ED	Mr. M. Gaines
4-304 SD	Mr. H. Roldan
4-312 SD	Mr. R. Tavares
4-303 SD	Miss M. Shereda
5-403 ED	Mr. B. Hoffman
5-402 ED	Miss A. Walker
5-401 SD	Mrs. L. Falcon
5-404 BL	Mr. A. Armada
6-408 ED	Mr. T. Wacht
6-409 ED	Mr. M. Graciano
6-407 SD	Mr. P. Cruz
6-406 SD	Mrs. Gonzalez
6-405 BL	Mr. E. Cruz

Guidance Counselor

Mrs. C. Vazquez

Early Childhood Coordinator

Miss E. Colon

Curriculum Specialist

Mrs. A. Martinez

School Secretaries

Mrs. R. Lorans (Administrative Asst.)
Mrs. S. Romero
Mrs. M. Rodriguez

School Nurse

Mrs. M. Dominquez

Tuesdays - 9:00 - 3:00
Thursdays - 1:30 - 3:00

Custodial Staff

Mr. C. Krokel - Custodian Engineer
Mr. G. Whitfield
Mr. A. Medina
Mrs. A. Miranda

Cluster Teachers

Miss E. Lopez	Math
Mr. F. Lorans	Science
Mr. F. Rivera	Science
Miss L. Stein	E.S.L.
Mr. R. Font	E.S.L.
Miss P. Sucheron	S.S.L.
Miss R. Blanco	S.S.L.
Miss J. Kaplan	Music
Mr. O. Marti	Art
Mrs. Sohn	Kindergarten
Mrs. P. Cuenca	Library

A.T.R.

Mr. N. DeJesus
Miss V. Rivera
Miss A. Solivan

Speech Teacher

Mrs. L. Vargas - Wednesdays

Lunchroom Staff

Mrs. E. Davis - Cafeteria Manager
Mrs. M. Gilmore
Mrs. G. Jones
Mrs. A. Grier
Mrs. M. Robinson
Mrs. S. Delgado
Mrs. I. Lasanta

sr 5/14/70

School Aides

1. Mrs. E. Velez	Textbooks, Assistant Principal Office
2. Mrs. J. Acevedo	Duplicating Machines
3. Mrs. A. Velez	Attendance, Lateness
4. Mrs. I. Benitez	Receptionist, Cookies
5. Mrs. O. Goicuria	Guidance Office
6. Mrs. O. Pedro	Supplies
7. Mrs. O. Diaz	Library

Educational Assistants

Strengthening Early Childhood

Name	Class	Teacher
1. Miss Isabel Llanos	K I & 2	Miss G. Burkett
2. Mrs. Gladys Garcia	K 3 & 4	Miss Lichtenstein
3. Mrs. Aida Garcia	1-102	Mrs. S. Becker
4. Mrs. Elena Vazquez	1-201	Miss L. Cadiz
5. Mrs. Lucy Torregrossa	1-202	Miss M. Romero
6. Mrs. Iris Zucker	1-203	Mrs. H. Moskowitz
7. Mrs. Ana Castillo	1-204	Mrs. L. Colon

RESST

Name	Class	Teacher
1. Mr. S. Vildosola	3-301	Miss DeJesus
2. Miss A. Ferreira	5-402	Miss Walker
3. Miss E. Cordova	4-302	Mr. Gaines
4. Mrs. F. Ruffini	2-208	Mr. Crawford
5. Miss N. Diaz	2-209	Miss Morales
6. Mrs. R. Colon	3-210	Miss Bogaert

Parental Involvement Program

Mrs. M. Nieves	Family Assistant - Room 107

B. Position Qualifications and Responsibilities

Project Director (1) - The director will be responsible for overall administration of program including coordination of work of separate components, liaison with federal, state and city departments of education and evaluation and audit agencies. The director will be employed on a half-time basis since he will also be the principal of the Bilingual School. Since he is the principal of the school, his duties will also include:

Community Relations	Public Relations	Parents' Association
School Budget	Treasury	Teacher Ratings
Faculty Conferences	School Cabinet	Secretarial Staff
Building Maintenance	Major Equipment	Minor Improvements and Furniture
Curriculum Experimentation	Teacher Recruitment	
Fund Raising	Assembly Programs	Guidance
Student Teachers	Fire Drills	Shelter Drills
Pupil Rating Procedure	State and Federal Programs	Urban Education
Title VII	Title I	Title II

Assistant to Director (1) - The assistant will be a teacher employed on a full time basis in the preparation of reports, procurement of materials, handling of payrolls and other administrative duties as delegated by the director. He will be responsible for direct contact on a continuous basis with N.Y.U., Institute for Research and Evaluation, Teaching and Learning Corporation and the Board of Education. He will represent the director in making guest appearances as a speaker when the Director is not able to go personally.

Teachers (7) - The teachers will be bilingual, New York City Board of Education licensed, professional personnel employed on a full time basis to carry out the classroom instructional program. The remainder of the staff will be employed through Board of Education funds.

Secretary (1) - A bilingual secretary will be employed on a full time basis to carry out clerical and administrative duties related to the project. The secretary will be responsible to the assistant director.

Consultants - Specialists in various fields will be retained during the year on a consultation basis to provide technical assistance to the program in their areas of competency.

Other personnel needed to implement specific program components are included in the descriptions of those components.

C. Project Time Line

For purposes of simplification the project time line will be presented by components.

Staff Development Component

May (2nd week)	Teachers pre-register at P.S. 25 for summer courses
June (3rd week)	Regular registration for summer courses at N.Y.U.
July 6	Summer courses begin
July 10	Meet with evaluators to plan class observations
July 13-20	Evaluators will visit classes
July 15	Oral reports begin
July 27	Term projects due
July 31	Final Examinations
August 3-14	Evaluation of courses by observation of teachers at P.S. 25
August	Advanced registration for September admission at N.Y.U.
September 17	Classes begin
September 22	Confer with evaluators to plan meetings and observations for the semester
October	Visits from evaluators begin at N.Y.U. courses
Nov.-Dec.	Observations of teachers in their classrooms by course instructor, grade supervisors, evaluators, and project director.
January (2nd wk) 1971	Final examination
January (3rd wk)	Advanced registration for spring term
February (1st wk)	Second term classes begin
(2nd wk)	Meet with evaluators to plan for visits and observations
April (2nd wk)	Evaluators visit classes at N.Y.U.

May (2nd wk)	Class observations by the project director and evaluation team
May (3rd wk)	Final examination
May (4th wk)	Meet with N.Y.U. staff to plan courses for summer session

Acquisition, Adaptation and Development of Materials

Deadlines to be met:

GRADE LEVEL	COURSE OF STUDY	LESSON PLANS
K - 1	Oct. 26, 1970	Nov. 30, 1970
2	Nov. 30, 1970	Jan. 11, 1971
3	Jan. 11, 1971	Feb. 15, 1971
4	Feb. 15, 1971	Mar. 22, 1971
5	Mar. 22, 1971	May 3, 1971
6	May 3, 1971	June 7, 1971

Summer School

Time Line: July 1 - August 14

Week of:	
June 22, 1970	Selection of teachers
July 1	Teacher training and orientation of students
July 6	Administration of inventory tests Distribution of books and materials Weekly conferences with staff
July 13	Weekly conferences with staff Open School for Parents
July 20	Mid-term tests and evaluation Report on students progress to parents

July 20	Weekly conferences with staff
July 27	Weekly conferences with staff School trip to state park
August 3	Weekly conference with staff Art exhibit of children works
August 10	Culminating Activity - Entire School Post-program testing Distribution of reports to parents Collection of materials and books Closing exercises

ADULT EDUCATION
Time Line

Week of:	
Sept. 21, 1970	Letters sent out to parents informing them of courses
Oct. 5	Beginning of Courses: Basic Course in English as a Second Language Basic Course in Spanish as a Second Language
Oct. 5	Pre testing and interviewing of parents
Oct. 26	Formal observations by Project Director
Nov. 23	Mid-term evaluation by teacher
Dec. 1	Formal observation by Project Director
Jan. 25, 1971	Last week of course Final testing Graduation Interviews by Evaluating Agency
Feb. 1	Letters and application to parents informing them of new courses
Feb. 15	New courses begin: Intermediate Course in English as a Second Language

Feb. 15	New Course begin: Improving Spanish Literacy
Feb. 15	Interviews and initial testing
March 1	Formal observations by Project Director
April 5	Mid course examinations
May 3	Formal observations by Project Director
June 11	Last week of course Final Examination Graduation Interviews by Evaluating Agency

D. Evaluation

In addition to the reports submitted by the evaluation agency undertaking the overall project evaluation, the project director will also be carrying out an on-going assessment of the management aspects of the various components. Among the various questions which will be investigated are:

How many teachers are enrolled in courses at N. Y. U.?
How many new courses are being offered for the overall Masters' Degree program?
What is the response of teachers to courses taken in the program?
Are teachers taking appropriate elective courses based on their needs?

Are the materials being developed reaching teachers and students ?
Are time limists being met for the completion of written mateials?
Are materials being disseminated to other bilingual programs?
Are teachers having greater success in meeting the childrens' needs?

How many parents are enrolled in language classes?
Is a significant level of attendance being maintained?
Are parents continuing in next level of courses?
Does instructor meet requirements established in program component design?

Does the organizational structure of the school facilitate the accomplishment of the program objectives?
Are staffing needs adequately met regarding numbers and competency?
Have sufficient supplementary instructional materials been purchased, delivered and used?
Are appropriate program assessment activities being undertaken?

BUDGET REQUIREMENTS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

BILINGUAL EDUCATION PROGRAM, TITLE VII, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED

NOTE: Please read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY: City School District of City of New York on behalf of PS 25, Bronx

PROJECT NUMBER: 42-0312-0

GRANT NUMBER: OEG-0-9-420312-3433(280)

STATE: New York

BUDGET PERIOD (MONTH, DAY, & YEAR): 7/1/70 AND 6/30/71

PART I – EXPENDITURES (other than construction)

(Check One) X PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) ☐ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT

EXPENDITURE ACCOUNTS: FUNCTIONAL CLASSIFICATION	ACCT NO.	EXPENSE CLASSIFICATION: SALARIES PROFESSIONAL	SALARIES NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED INDIRECT COST
1	2	3	4	5	6	7	8	9	10	11
1 ADMINISTRATION	100	$	$	$	$	$	$	$	$ -	$
2 INSTRUCTION	200	$148,537	2,400	42,150	6,500	2,425		24,638	226,650	
3 ATTENDANCE SERVICES	300									
4 HEALTH SERVICES	400									
5 PUPIL TRANSPORTATION SERVICES	500			300					300	
6 OPERATION OF PLANT	600									
7 MAINTENANCE OF PLANT	700									
8 FIXED CHARGES	800	9,380	120						9,500	
9 FOOD SERVICES	900									
10 STUDENT-BODY ACTIVITIES	1000									
11 COMMUNITY SERVICES	1100									
12 MODELING OF COLTS (EQUAL OR MORE THAN $1000 OR IN PART II)	1200c									
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1300						3,550		3,350	
TOTAL →		$157,917	$2,520	$42,450	$6,500	$2,425	$3,550	24,638	240,000	$
APPROPRIATED BUDGET →		$	$	$	$	$	$	$	XXXXXXXXXXXXX	$

DRC

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROPOSED BUDGET SUMMARY /EXPENDITURE REPORT OF FEDERAL FUNDS

BILINGUAL EDUCATION PROGRAM, TITLE VII, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED

NAME AND ADDRESS OF AGENCY: City School District of City of New York on behalf of P.S. 25 Bronx

PROJECT NUMBER: 42-0312

GRANT NUMBER: 0 OEG-0-9-420312-3433

STATE: (280) New York

(Check One) ☐ PROPOSED BUDGET SUMMARY ☐ TACH DETAIL SCHEDULE(S) ☒ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD (MONTH, DAY, & YEAR) BEG. 7/1/70 END. May 1970

PART I - EXPENDITURES (other than overmatching)

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								
FUNCTIONAL CLASSIFICATION	ACCT NO.	SALARIES: PROFESSIONAL	SALARIES: NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
	2	3	4	5	6	7	8	9	10	11
1 ADMINISTRATION	100	$	$	$	$	$	$	$	$	$
2 INSTRUCTION	200	108,972	2,187	31,000	5,400	1,325		2,335	151,219	
3 ATTENDANCE SERVICES	300									
4 HEALTH SERVICES	400									
5 PUPIL TRANSPORTATION SERVICES	500									
6 OPERATION OF PLANT	600									
7 MAINTENANCE OF PLANT	700								8,406	
8 FIXED CHARGES	800	8,310	96							
9 FOOD SERVICES	900									
10 STUDENT-BODY ACTIVITIES	1000									
11 COMMUNITY SERVICES	1100									
12 REMODELING (IF COSTS CAPITAL NATURE THAN ENTER IN PART II)	1200									
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1250						3,800		3,800	
TOTAL →		$ 117,282	$ 2,283	$ 31,000	$ 5400	$ 1,325	$ 3,800	$ 2,335	$ 163,425	
NEGOTIATED BUDGET →		$	$	$	$	$	$	$	**********	$

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PART II – SUMMARY – AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE VI-A AREA FUNDS

BUDGET PERIOD (Month, Day, and Year)
BEGINNING: 6-69 ENDING: 5-70

[X] ESTIMATED EXPENDITURE REPORT
[ ] FINAL EXPENDITURE REPORT

	ITEMS		PART II EXPENDITURE DATA
1	AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE		$229,810
	A UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD	$	
	B APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE	229,810	
	C TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4)	229,810	
2	EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE		$167,818
3	UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2)		61,992

PART III – CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

	ITEMS	CUMULATIVE TOTAL TO DATE
1	GRANT AWARDS	229,810
2	CASH RECEIVED	65,858

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.

SIGNATURE OF PROJECT FISCAL OFFICER — DATE

SIGNATURE OF PROJECT DIRECTOR — DATE 5-15-70

FOR OFFICE OF EDUCATION USE ONLY

ACCOUNTING DATA

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	FY	UNIFORM ACCTNG NO.	OBJECT CLASS	PROGRAM CODES: EXP. CLASS	BAL. PAY		SEC. REPT.	VOUCHER NUMBER	SCHEDULE NUMBER
1	2	3	4	5	6	7	8	9	10	11	12

G/D. CODE	GOVT./ NON-GOVT.	VENDOR NUMBER	AMOUNT	CR. SYM.	GENERAL LEDGER: DEBIT	CREDIT	APPROPRIATION SYMBOL	
13	14	15	16	17	18	19	20	21

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